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ENVIRONMENTAL ASSESSMENT BOARD

VOLUME: 73

DATE: Thursday, February 16th, 1989

BEFORE: M.I. JEFFERY, Q.C., Chairman

E. MARTEL, Member

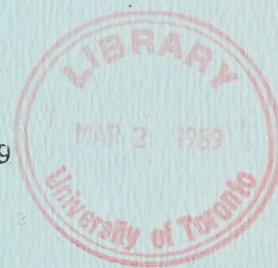
A. KOVEN, Member

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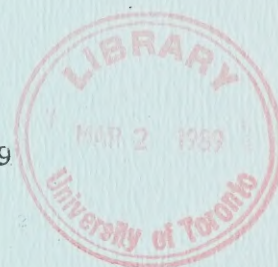
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HEARING ON THE PROPOSAL BY THE MINISTRY OF NATURAL
RESOURCES FOR A CLASS ENVIRONMENTAL ASSESSMENT FOR
TIMBER MANAGEMENT ON CROWN LANDS IN ONTARIO

IN THE MATTER of the Environmental
Assessment Act, R.S.O. 1980, c.140;

- and -

IN THE MATTER of the Class Environmental
Assessment for Timber Management on Crown
Lands in Ontario;

- and -

IN THE MATTER of an Order-in-Council
(O.C. 2449/87) authorizing the
Environmental Assessment Board to
administer a funding program, in
connection with the environmental
assessment hearing with respect to the
Timber Management Class
Environmental Assessment, and to
distribute funds to qualified
participants.

Hearing held at the Ramada Prince Arthur
Hotel, 17 North Cumberland St., Thunder
Bay, Ontario, on Thursday, February 16th,
1989, commencing at 8:30 a.m.

VOLUME 73

BEFORE:

MR. MICHAEL I. JEFFERY, Q.C.	Chairman
MR. ELIE MARTEL	Member
MRS. ANNE KOVEN	Member

A P P E A R A N C E S

MR. V. FREIDIN, Q.C.)	MINISTRY OF NATURAL
MS. C. BLASTORAH)	RESOURCES
MS. K. MURPHY)	
MS. Y. HERSCHER)	
MR. B. CAMPBELL)	MINISTRY OF ENVIRONMENT
MS. J. SEABORN)	
MR. R. TUER, Q.C.)	ONTARIO FOREST INDUSTRY
MR. R. COSMAN)	ASSOCIATION and ONTARIO
MS. E. CRONK)	LUMBER MANUFACTURERS'
MR. P.R. CASSIDY)	ASSOCIATION
MR. J. WILLIAMS, Q.C.	ONTARIO FEDERATION OF
	ANGLERS & HUNTERS
MR. D. HUNTER	NISHNAWBE-ASKI NATION
	and WINDIGO TRIBAL COUNCIL
MR. J.F. CASTRILLI)	
MS. M. SWENARCHUK)	FORESTS FOR TOMORROW
MR. R. LINDGREN)	
MR. P. SANFORD)	KIMBERLY-CLARK OF CANADA
MS. L. NICHOLLS)	LIMITED and SPRUCE FALLS
MR. D. WOOD)	POWER & PAPER COMPANY
MR. D. MacDONALD	ONTARIO FEDERATION OF
	LABOUR
MR. R. COTTON	BOISE CASCADE OF CANADA
	LTD.
MR. Y. GERVAIS)	ONTARIO TRAPPERS
MR. R. BARNES)	ASSOCIATION
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MR. B. McKERCHER)	OUTFITTERS ASSOCIATION
MR. L. GREENSPOON)	NORTHWATCH
MS. B. LLOYD)	

APPEARANCES: (Cont'd)

MR. J.W. ERICKSON, Q.C.)	RED LAKE-EAR FALLS JOINT
MR. B. BABCOCK)	MUNICIPAL COMMITTEE
MR. D. SCOTT)	NORTHWESTERN ONTARIO
MR. J.S. TAYLOR)	ASSOCIATED CHAMBERS OF COMMERCE
MR. J.W. HARBELL)	GREAT LAKES FOREST
MR. S.M. MAKUCH)	
MR. J. EBBS	ONTARIO PROFESSIONAL FORESTERS ASSOCIATION
MR. D. KING	VENTURE TOURISM ASSOCIATION OF ONTARIO
MR. D. COLBORNE	GRAND COUNCIL TREATY #3
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MR. H. GRAHAM	CANADIAN INSTITUTE OF FORESTRY (CENTRAL ONTARIO SECTION)
MR. G.J. KINLIN	DEPARTMENT OF JUSTICE
MR. S.J. STEPINAC	MINISTRY OF NORTHERN DEVELOPMENT & MINES
MR. M. COATES	ONTARIO FORESTRY ASSOCIATION
MR. P. ODORIZZI	BEARDMORE-LAKE NIPIGON WATCHDOG SOCIETY
MR. R.L. AXFORD	CANADIAN ASSOCIATION OF SINGLE INDUSTRY TOWNS
MR. M.O. EDWARDS	FORT FRANCES CHAMBER OF COMMERCE
MR. P.D. McCUTCHEON	GEORGE NIXON

(iii)

APPEARANCES: (Cont'd)

MR. C. BRUNETTA

NORTHWESTERN ONTARIO
TOURISM ASSOCIATION

I N D E X O F P R O C E E D I N G S

<u>Witness:</u>	<u>Page No.</u>
<u>KENNETH ARMSON, Resumed</u>	12319
Continued Direct Examination by Mr. Freidin	12319
 <u>PROPOSED SITE VISIT:</u>	
Frank Kennedy.....	12372

I N D E X O F E X H I B I T S

<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
417	Letter dated January 13th, 1989 from Mr. Douglas, Planning and Environmental Assessment Branch, to Mr. D.P. Drysdale, General Manager, Ontario Tree Improvement and Forest Biomass Institute.	12257
418A	Photograph of area in Algonquin Region depicting aspects of forest floor and fertility levels.	12357
418B	Photograph of area in Algonquin Region depicting aspects of forest floor and fertility levels.	12365
414A	Executive Summary for Panel 9, dated December 29, 1988.	12368
416C	Executive Summary for Panel 10, dated November 6, 1988.	12369
418C	Hard copy photograph of area of the undertaking depicting exposure of soils and materials.	12378
418D	Hard copy photograph depicting soil profile.	12387
418E	Hard copy photograph of soil profile depicting Pleistocene period.	12390
418F	Hard copy photograph of soil in the area of the undertaking in Clay Belt.	12395
418G	Hard copy photograph of area of undertaking in area of Great Lakes/St. Lawrence Forest depicting rooting of mature stand of hard maple over bedrock.	12400

INDEX OF EXHIBITS (Cont'd)

<u>Exhibit No.</u>	<u>Description</u>	<u>Page No.</u>
418H	Hard copy photograph depicting shallow soil over till.	12402
418I	Hard copy photograph of bedrock configuration with jack pine rooting system.	12403
418J	Hard copy photograph of bedrock configuration with black spruce rooting system.	12406
418K	Hard copy photograph of stump of 80-year-old white pine in bedrock.	12412
418L	Hard copy photograph depicting fracturing of rock.	12419
418M	Hard copy photograph of area in Dryden District depicting exposed bedrock surfaces.	12423
418N	Hard copy photograph of area Dryden District depicting shallow soil over bedrock.	12423

1 ---Upon commencing at 8:30 a.m.

2 THE CHAIRMAN: Good morning, everyone.
3 Please be seated.

4 Are you ready, Mr. Freidin?

5 MR. FREIDIN: Yes.

6 KENNETH ARMSON, Resumed

7 CONTINUED DIRECT EXAMINATION BY MR. FREIDIN:

8 Q. Mr. Armson, yesterday you had
9 described four factors which influence the hydrologic
10 cycle and you were dealing with the role of -- or the
11 role that disturbance plays in changing the magnitude
12 and, therefore, the influence of those factors and
13 then, hence, the hydrologic cycle itself.

14 And the first factor you had described
15 was the vegetative cover and I think we had almost
16 gotten to the end of that.

17 So I just have a couple of questions to
18 sort of wrap up that discussion about that one factor,
19 and that is: In a summary way, can you indicate
20 whether increased water yield is a positive or negative
21 environmental effect when you are considering continued
22 site productivity?

23 A. Well, it can be either positive or
24 negative depending usually on the extent or magnitude
25 of the yield.

1 Q. Can you just expand on that for me;
2 give me an example of a positive effect, an example of
3 a potentially negative effect?

4 A. Well, in certain instances one may
5 wish to increase water yield and, by removing or
6 controlling, limiting the amount of vegetation this is
7 the way it could be done. That would be where water
8 yield in itself is required.

9 I would say that that normally isn't the
10 situation in the area of the undertaking. As a result
11 of removal of vegetation there will be some increases,
12 but as I indicated earlier, these are of a temporary or
13 interim nature in terms of the forest conditions we are
14 dealing with.

15 Q. Now, I would like to go back, Mr.
16 Armson, and deal with some matters which were dealt
17 with yesterday, perhaps just a few matters of
18 clarification.

19 We were discussing yesterday the
20 differences between forests in different parts of the
21 world, and I asked you a question on the ability of
22 forests in the area of the undertaking to recover and
23 be productive after disturbance.

24 In your answer you referred to the fact
25 that species in the area of the undertaking have

1 adapted to regrow after disturbance?

2 A. That is correct.

3 Q. Now, how is that information, the
4 fact that these species have adapted to regrow after
5 disturbance, how is that reflective of the productivity
6 of the soils?

7 A. Well, the simple answer is that these
8 species are productive on these soils following the
9 disturbances that I have described and they have been
10 productive over many centuries, if not thousands of
11 years, and to our observation remain productive when we
12 regenerate them by timber management.

13 Q. Okay, thank you. Now, Ms. Koven
14 asked some questions about -- or asked a question about
15 ash from a wild fire and whether in fact that ash would
16 affect the canopy of surrounding forests?

17 A. Yes, I recall the question.

18 Q. In your answer you referred to the
19 combination of precipitation, or the ash being carried
20 over long distances when there is precipitation; this
21 ash being deposited in water bodies, and you said:
22 Like acid rain or having an effect like acid rain.

23 I just wanted to go back to that and say:
24 Were you saying in your evidence that these wild fires
25 were resulting in the addition of acid rain to the

1 waters that you referred to?

2 A. No, just the reverse because the ash
3 was essentially containing bases. What I was referring
4 to, it was in fact coming down not as an acid
5 deposition but, in effect, as a low acid or basic
6 deposition. I was using the analogy with
7 precipitation, not necessarily acid.

8 Q. Okay, thank you. In answer to a
9 question from the Chairman, you said that in certain
10 situations you would consider not using full-tree
11 harvesting.

12 Are there any absolute rules that you
13 would follow or you would recommend be followed in this
14 regard that would dictate the decision?

15 A. No.

16 Q. And could you explain why not?

17 A. Because, as I believe I indicated,
18 the conditions under which a decision has to be made
19 are only I think assessed or capable of being assessed
20 appropriately by those who are on the -- responsible
21 for the management and who can look at them.

22 If one, for example, were to have a fixed
23 rule concerning depth, the question arises as to what
24 is the variability, what proportion of the area and so
25 on, and these are elements that only can be assessed

1 locally.

2 Q. And could you advise me what
3 information a field forester would have upon which an
4 informed decision in this regard could be made?

5 A. He would have a number of basis to
6 make that decision. One, of course, would be his own
7 knowledge and experience of the area. The other would
8 be any available information, and we do have that for
9 certain large areas of the province regarding the
10 soils. A third would be aerial photographs,
11 inspections that he might make or his staff might make
12 in that area.

13 There is really any number of ways in
14 which he would have that information and plus, as I
15 have mentioned, his own knowledge of the situation.

16 Q. Thank you. I wasn't keeping notes
17 yesterday, Mr. Greenwood was, and his notes indicate
18 that you were asked whether there was movement of
19 nutrients into the aquatic system without cutting.

20 I am not too sure who asked the question,
21 I think it came to the Board. Anyway, the answer is
22 recorded as no, and my question for you is: If Mr.
23 Greenwood's notes are accurate, was your answer
24 accurate?

25 A. No. And I must explain to the Board.

1 I believe the question was the effect of clearcutting
2 on an increase in nutrients in the water flowing from
3 that area, and the question then came, as I recollect:
4 What would be the situation where it was uncut,
5 natural. And I took it as: Would there be an
6 increase, and the answer of course, there wouldn't be
7 an increase, but would there be in fact a movement of
8 nutrients from an uncut area. The answer is, of
9 course, yes, there always is.

10 Q. I asked you a number of questions
11 about acidification of soils and in response to some
12 evidence you gave Ms. Swenarchuk asked for production
13 of any studies that you had to support your answer.

14 Do you recall that?

15 A. Yes, I do.

16 Q. Now, the evidence you gave was in
17 response to a question whether any studies regarding
18 acidification of soils due to harvest existed, and you
19 said the studies indicated that there had been
20 increases and decreases and, in some places, it stayed
21 the same.

22 The question I asked you was in relation
23 to acidification of soil studies, and I understand that
24 you want to go back and comment on your answer?

25 A. Yes, I would. The studies that we

1 use are not those which have directly measured pH
2 values or acidity on soils in cut-over areas and uncut,
3 there may be some, but to my knowledge there are very
4 few studies and I can't think of one.

5 But what we do have are a fair number of
6 studies, and certainly a number within this province
7 and within the area of the undertaking, in which the
8 acidity or changes in the acidity of water flowing from
9 cut and uncut areas.

10 So there is a logic that says if there
11 are hydrogen ions, acidity being increased in the soil
12 and the soil water is moving out, there is an increased
13 water yield, and that is documented, then a change in
14 the level of acidity in the water should, therefore,
15 reflect a change in the acidity in the soil from which
16 the water is flowing.

17 The studies are - and there are four
18 papers which I believe will be distributed - indicate
19 that there are some changes but the changes are very
20 minimal and, in fact in some instances, they are the
21 reverse, they is somewhat less acidity but they are
22 very, very variable and there is nothing in it that
23 would lead one to any firm conclusion.

24 THE CHAIRMAN: Mr. Armson, does MNR ever
25 look at investigations or studies of other agencies

1 that might be involved with soils, such as MOE with
2 respect to landfill site applications, Hydro with
3 respect to drillings that they may have done to support
4 Hydro towers and things like that?

5 Like, there is a body of information
6 around, it isn't necessarily MNR's own work.

7 MR. ARMSON: Well, Mr. Chairman, I can't
8 speak to that, as to the -- I am sure the research
9 scientists in the Ministry are aware of many studies.
10 Whether in fact they are taking into account - and your
11 point is - studies from areas that are not directly
12 related to natural resources, per se, I can't speak to
13 that.

14 THE CHAIRMAN: Okay.

15 MR. FREIDIN: Q. Mr. Armson, in your
16 answer about this measurement of the water, you said
17 that there was measurement, or information regarding
18 the water leaving the site?

19 A. This was in the streamflow?

20 Q. Right. Well, that's what I am
21 getting at. Where do you measure that? What do you
22 mean when you say streamflow?

23 A. Well, this is in the water where the
24 studies are made in watersheds and the water that is
25 flowing through the particular watershed, and at

1 whatever point it is being measured - normally in the
2 stream - there is a measurement there in relation to
3 then the type of forest condition or disturbance that
4 has occurred within that watershed.

5 MR. MARTEL: Do we have those studies?

6 MR. FREIDIN: We have those studies here.
7 I will give them to you during the break, Ms.
8 Swenarchuk.

9 Q. Ms. Koven asked you yesterday whether
10 increase in water yield in the spring was problematic
11 for farmers. Do you recall that?

12 A. Yes, I do.

13 Q. And you indicated yes. And could you
14 just advise me: Why is water yield in the spring
15 problematic for farmers?

16 A. Well, two reasons basically. I
17 believe perhaps the reason that Ms. Koven -- one of the
18 reasons would be in relation to flooding and spring
19 runoff. That would be one in which there would be some
20 erosion, surface erosion taking out some of the topsoil
21 and carrying with it, undoubtedly, nutrients, and if
22 there had been a fall seeded crop, might even -- some
23 of the seeds or the seedlings.

24 The second reason, of course, is that in
25 terms of working the land, the spring is a very

1 difficult time for a farmer because with a soil with a
2 high moisture content the machinery and equipment
3 cannot be used effectively, in fact, can do serious
4 damage.

5 Q. Do foresters have the same problems
6 as the farmer?

7 A. They do with respect to the use of
8 equipment and machinery, particularly in the spring. I
9 would say that the erosion and, as I indicated, with a
10 forest floor erosion is not a normal type of situation
11 in a managed forest.

12 THE CHAIRMAN: We are not talking about
13 much in the way of conflict though; are we, in the area
14 of the undertaking between farming and--

15 MR. ARMSON: No, not to my knowledge.

16 THE CHAIRMAN: --forestry operations?

17 MR FREIDIN: Q. And you indicated that
18 foresters have problems in the spring with equipment,
19 do they have that problem on all sites?

20 A. No, they have it particularly on
21 certain kinds of soils, the finer-textured soils, the
22 fine sands and silts, in fact, the same kind - and
23 clays to a limited degree - the same kind of soils that
24 farmers also have the more difficult situation.

25 Q. Okay. Now, yesterday Mr. Martel

1 asked you a question about whether forests stopped
2 flooding and in part of your answer you said - and I
3 think I have got your words down fairly accurately -
4 where you insert a forest you can reduce the level of
5 flooding.

6 I understand you want to go back and
7 address that particular answer?

8 A. That remark and it was perhaps -- I
9 should have then explained further. I was referring,
10 Mr. Martel, to the areas again that we had been
11 discussing, the areas in southern Ontario which had
12 been cleared, there had been agriculture and has been
13 considerable reforestation - I believe I was referring
14 to red pine - and those are the areas where I was
15 suggesting there was an insertion of a forest on a land
16 that did not have a forest floor, it had been eroded,
17 did not have organic covering.

18 And there, of course, as one knows from
19 the conservation authority situation, planting of trees
20 and installing new forests has been a major factor in
21 minimizing flood.

22 Q. Could you advise --

23 A. I was not referring to the boreal
24 forest or the area of the undertaking particularly.

25 Q. All right. Well, can you advise me

1 in forested lands in the area of the undertaking, does
2 harvest affect flooding?

3 A. The evidence and the consensus is
4 that it does not affect flooding. Flooding is -- the
5 basic reason for flooding are exceptional and intensive
6 storms and they will occur whether or not there is a
7 forest. And I believe I also spoke in response to a
8 question by Mr. Martel and said that there are floods
9 in undisturbed forests or natural forests, and these
10 occur because of the intensity of storm.

11 Q. The last matter directly arising from
12 yesterday's answers, could you -- I understand you
13 would like to go back and comment on your evidence in
14 relation to the desynchronization of snow melt?

15 A. Mr. Chairman, the desynchronization
16 term is not one that I would particularly subscribe to,
17 and perhaps in my explanation of the effects of
18 vegetation and the different kinds of vegetation I
19 referred to conifers as compared with hardwood trees in
20 terms of the amount of the snow melt, I referred to the
21 aspect and so on.

22 I perhaps should have elaborated further
23 that where there are openings as caused by cutting,
24 particularly clearcutting, the normal pattern is for
25 the snow to melt earlier there rather than it would if

1 there had been a forest cover.

2 And so the effect in an area of snow melt
3 where you have a pattern or a combination of both
4 openings and full cover vegetation, depending on the
5 type, is to in fact more or less meter out the water.
6 The snow melt comes earlier than it would if it were
7 all forested, so that melts. And so you get sort of
8 a -- although there is a major amount of water, it is
9 spread -- the flow of that water is spread over a
10 longer period of time. And this is what is referred to
11 as desynchronization.

12 THE CHAIRMAN: What does the term itself
13 mean? Does it just refer to the fact that snow melt
14 occurs in a different timeframe than it normally would?

15 MR. ARMSON: That is essentially the
16 meaning of the term. It spaces out the melting of the
17 snow.

18 MR. FREIDIN: Q. Okay. If we can go
19 back to our discussion of the various factors affecting
20 the hydrologic cycle.

21 The second one was soil condition, and in
22 your earlier evidence you indicated that harvest has
23 the potential to affect soil conditions. If that
24 potential becomes actual, does it have any effect on
25 the hydrologic cycle?

1 A. Yes. The immediate effect, of
2 course, of harvest on soil conditions would be to take
3 away the major manner in which water is being removed
4 from the soil during the growing season, pumped back
5 into the atmosphere as evapotranspiration.

6 So the immediate effect then of removing
7 the vegetation or forest is to increase the soil water
8 content. That is the first and usually very immediate
9 feature.

10 Q. Is surface runoff a common result of
11 harvesting activities?

12 A. Surface runoff is not a common
13 occurrence because, as I indicated before, both the
14 residual vegetation and the forest floor to a very
15 large degree preclude that.

16 Q. Are there situations where you could
17 have disturbance of the forest floor but still no
18 unacceptable erosion will occur?

19 A. From harvesting?

20 Q. Yes.

21 A. If the operations, harvesting
22 operations are in the frost-free period, and with the
23 kinds of machinery that are used, it is normal to have
24 the forest floor disturbed to varying degrees.
25 Normally it is in the form of it being ruptured by the

1 tracks of vehicles and these can in fact cause a
2 disturbance.

3 But where they are not -- where it is not
4 a disturbance which removes, if you like, in a solid
5 piece the forest floor and channels, there is normally
6 no detrimental effect in terms of increasing runoff.
7 Most of the disturbance is a breaking of the forest
8 floor rather than a removal of it by such machinery.

9 MR. MARTEL: When you are pulling out the
10 logs, though, is there not a possibility that you would
11 create a rut that could create problems?

12 MR. ARMSON: Yes. In certain soils it
13 could create a rut and, particularly depending on the
14 moisture content, but normally the effect of logs --
15 often in summer operations that can be an advantage in
16 terms of disturbing the soil, almost a type of site
17 preparation, although it is related to harvesting and
18 that has often been part of a prescription for summer
19 logging. So that you get a disturbance of the soil, a
20 breaking up of the forest floor, but it isn't actually
21 plowed away in any way.

22 There may be some rutting in it but, as I
23 indicated, the ruts -- unless you were really building
24 a road - and I am not referring to roads in any way
25 here at all, that's obviously a different situation -

1 but normally they are not in a fashion that they lead
2 to channelled erosion.

3 MR. MARTEL: They would move then--

4 MR. ARMSON: They would be moving...

5 MR. MARTEL: Rather than keep coming the
6 same -- following the same path, they would in fact --

7 MR. ARMSON: That is correct. And in
8 fact there are -- I am aware of certain operations
9 where those very specific instructions have been given
10 to the skidder operators to in fact move in different
11 pathways.

12 MR. FREIDIN: Mr. Greenwood will be
13 addressing that specific topic in Panel 10, Mr. Martel.

14 MR. MARTEL: Thank you.

15 MR. FREIDIN: Q. Mr. Armson, can areas
16 with exposed rocky surfaces be harvested with an
17 acceptable increase in surface runoff?

18 A. Well, if they are exposed rocky
19 surfaces, I doubt that there would be any harvesting
20 going on.

21 Where there is a very minimal amount of
22 organic material, very minimal amount, and there may be
23 some commercially-sized tree, I think in that situation
24 one would be very careful to use equipment to destroy
25 the surface organic layers. I think this is the type

1 of situation you are referring to.

2 Q. What about the cutting or felling of
3 trees; can that on its own have an effect on surface
4 runoff?

5 A. Not directly, only in terms of
6 changing the soil moisture supply.

7 Q. As surface runoff does occur, are
8 there potential negative effects on site productivity?

9 A. If it does occur, yes.

10 Q. And can increased runoff have any
11 effect on nutrient removal from the site?

12 A. Yes, because nutrients can be removed
13 both in solution in the water that is running --
14 surface runoff, but probably more particularly in terms
15 of the particulate matter, the small particles that
16 would be eroded with that surface runoff.

17 Q. Is phosphorous a nutrient which could
18 leave the site in that fashion?

19 A. Yes, it is probably one of the major
20 nutrients that would leave the site. I think it is
21 generally recognized, not only in forest soils but also
22 in agricultural soils, that phosphorous is one of the
23 major components in runoff material.

24 Q. I would now like to ask you a few
25 questions on another factor affecting the hydrologic

1 cycle and that is water table that you referred to.

2 A. Yes.

3 THE CHAIRMAN: Just one moment, Mr.
4 Freidin. Mr. Armson, where you said that if there is
5 runoff it may have a detrimental effect on
6 productivity, are there not cases, however, that you
7 would want runoff in terms of making sure that some
8 aquifers and streams and whatnot received the
9 appropriate amount of water, otherwise streams would
10 dry up and things like that?

11 MR. ARMSON: Yes, Mr. Chairman. I am
12 aware that -- I believe that the water supply for the
13 City of Liverpool in England comes mainly from
14 mooreland areas in Northern Wales and the Forestry
15 Commission over the period of the 1930s and into the
16 1940s and 50s planted up much of the watershed.

17 And it is my recollection some years ago
18 that there was considerable concern because the water
19 yield from those areas began to very significantly
20 diminish and they quickly realized the problem was that
21 they had reforested an area and they had reduced the
22 water yield coming off and that was not what the
23 purpose of that watershed was.

24 So, you are quite right, you may want in
25 fact to maintain areas with a relatively high amount of

1 runoff or subsurface runoff, both ways.

2 MR. FREIDIN: Q. Following along from
3 that, Mr. Armson, when you said that surface runoff had
4 the potential to affect adversely site productivity,
5 what is it that happens that could cause a reduction in
6 productivity?

7 A. Well, what happens -- if you have
8 surface runoff and material being carried away,
9 nutrients, then you are removing some of the nutrient
10 pool, particularly from the surface layers, and you may
11 in fact also be removing some of the physical upper
12 part of the soil that carried the nutrients.

13 That's the manner in which I am referring
14 to reduce productivity.

15 Q. And what do you call that when in
16 fact you are removing some of the soil material itself?

17 A. It is being eroded.

18 Q. All right. Now, going then back to
19 water table. The evidence which has been filed
20 indicates that harvest has the potential to affect the
21 elevation of the water table.

22 Can you advise me: Is it common to find
23 a rise in the elevation of water table due to
24 harvesting?

25 A. No, it is not common.

1 Q. Are there certain site conditions
2 which provide the potential for a rise in the water
3 table which is noticeable at or near the surface?

4 A. Yes, there are conditions and I would
5 refer to the Panel 9 statement of evidence and Figure 8
6 which illustrates a situation where, following
7 harvesting, and I have an overhead of that particular
8 figure.

9 Q. Okay. Page 34.

10 A. The figure is a diagram illustrating
11 the effect of change in forest cover and related
12 evapotranspiration on the depths of the water table
13 where in fact there is no lateral movement.

14 This would be the type of situation that
15 would occur in a basin or in a depression where the
16 water is accumulating and, in fact, over the period the
17 water table will fluctuate but over the seasonal period
18 the root systems of the trees are in fact drawing water
19 from the water table, either directly at that surface
20 or more likely just above it.

21 So that when the, if you like, pumps are
22 no longer there, then what is recorded would be a rise
23 in the water table.

24 This is the situation that probably is
25 common -- thought of as more commonly occurring. It

1 actually is a more uncommon situation where we have
2 water tables that are well below the level of the root
3 systems. Even when you harvest they won't change the
4 depth of the water table.

5 The more common situation - and this is
6 shown on page 35, Figure 9 -- on page 36, Figure 9 -
7 and this is a situation that is quite common,
8 particularly in the Clay Belt area of the undertaking,
9 is where there is a water table within the zone or just
10 below the zone of rooting, but in this instance because
11 of particularly the materials and the slope, the water
12 is actually moving.

13 And I referred to this yesterday as often
14 as a situation that is analogous to somewhat of a
15 hydroponic, but the water is moving and the rate of
16 water movement -- the important point here is the rate
17 of water movement. In this instance, when we cut the
18 stand, there is no change in the water table level and
19 it signifies that the rate of lateral movement is in
20 effect greater than that of the evapotranspiration.

21 So that when we remove the pumps it is
22 not having any significant effect on the flow. So we
23 are dealing with a rate situation here rather than
24 something that is static.

25 Q. All right. In distinction to water

1 table rise, I would like to ask a couple of questions
2 about accumulated water at the surface. I am just
3 wondering, are there any conditions following
4 harvest -- conditions that might occur that have the
5 potential for resulting in noticeable accumulated water
6 at the surface?

7 A. The only way in which that would
8 occur would be if the rate of infiltration was such
9 that the intensity of precipitation coming to the
10 surface was greater -- in other words, the amount of
11 water coming on to the surface was greater than the
12 rate of infiltration, then there would be in fact an
13 accumulation of water at the surface.

14 This does sometimes happen in forested
15 conditions because of the high intensity of rainfall,
16 but it usually is very local and of a short duration.

17 Q. If mitigated actions are not taken,
18 are there any conditions which could be caused by
19 equipment which might result in the accumulated water
20 at the surface?

21 A. Yes. If there were significant
22 compaction by equipment on a soil, then this would in
23 effect reduce the capacity of the soil to have water
24 enter it, reduce the infiltration rate, that could
25 result then in an accumulation if that did occur.

1 Q. And Mr. Martel had asked you a
2 question about rutting. If that occurred, could that
3 have the result we are discussing?

4 A. Yes, that would result in not only
5 some compaction but providing in effect an hollower
6 basin or an area for the water to collect.

7 Q. All right.

8 MR. FREIDIN: Again, those mitigative
9 measures will be addressed by Mr. Greenwood in Panel
10 10.

11 Q. Road construction, can that have any
12 play in terms of accumulated water at the surface?

13 A. Yes, I believe road construction -
14 and that's not my area of expertise - but certainly all
15 the evidence and discussions and so on seem to put a
16 great deal of discussion on the effects of road --
17 particularly during construction, as well as the roads
18 afterwards.

19 MR. FREIDIN: Right. And that will be
20 addressed by Panel 14, Mr. Chairman.

21 Q. Are the effects of water at the
22 surface either because of a rise in the water table or
23 through these other possible means; rutting, compaction
24 or road construction, are they detrimental to the
25 forest estate and, if so, perhaps you could explain

1 why?

2 A. Well, they can be detrimental locally
3 in that they can both create situations of saturation
4 where there were existing root systems of trees and
5 other vegetation, and once they are in a saturated
6 water state then the roots will normally die and
7 locally that can cause some mortality and death.

8 THE CHAIRMAN: Mr. Armson, when you take
9 a look at some lakes, and I guess rivers as well,
10 streams and you see trees of fairly decent sizes
11 growing right next to them with some of their roots
12 looking like they are in the water or underground so
13 that they would be saturated so to speak, how do they
14 keep alive?

15 MR. ARMSON: Well, Mr. Chairman, that is
16 a lateral movement of groundwater. In effect, that
17 streamflow, you are quite right, the largest white
18 spruce normally are found down on the -- towards the
19 lower elevation by streams.

20 That is exactly the situation I was
21 describing here although I wasn't describing it for a
22 stream, more for a more general area, but that is
23 exactly it. It is almost -- as I say, it is
24 hydroponics virtually. The water is carried dissolved
25 oxygen, dissolved nutrients, but it is moving and the

1 root systems of many species can survive in water as
2 long as there is dissolved oxygen.

3 THE CHAIRMAN: Oh, I see. So it is the
4 fact that there is oxygen in the water...

5 MR. ARMSON: That's right, if you stopped
6 up that flow.

7 THE CHAIRMAN: Right.

8 MR. ARMSON: And maintained the water
9 level the same but kept the flow, then I can assure you
10 the roots would die.

11 THE CHAIRMAN: Thank you.

12 MR. FREIDIN: Q. Now, you indicated that
13 it was not common to have sites where the water table
14 would rise to the surface?

15 A. That is correct.

16 Q. Right. Are the sites which are
17 susceptible either to that effect -- are there any
18 other areas in the province where there is a higher
19 possibility of that occurring than others?

20 A. I think the area that one would look
21 for would be in the Clay Belt area in terms of a large
22 area of the forest which characteristically has a high
23 water table in any event. What we -- as I say, we do
24 find there, we do find pockets and we do find
25 situations where the water table is close to the

1 surface, in fact much of it. But, as I indicated, much
2 of that area of that water table, or the water, as
3 represented by the water table, is in fact moving.

4 Q. Okay. You have addressed the
5 question of harvest and the potential effect that has
6 in terms of water yield -- pardon me, water table and
7 accumulated surface water. Do any of the other timber
8 management activities affect water table or accumulated
9 surface water?

10 A. To a very limited degree. Most of
11 them would have a negligible effect; site preparation
12 for example, and only then to the degree that it might
13 destroy or remove vegetation. But that normally isn't
14 the purpose of most site preparation. Prescribed
15 burning, of course, would but there there is usually an
16 active regrowth.

17 I believe that the activities of site
18 preparation; tending, there is some possibility there
19 of improving soil moisture or increasing soil moisture,
20 but the effects in terms of water table would be, in my
21 opinion, negligible.

22 Q. All right. And the effects in terms
23 of accumulation of water at the surface?

24 A. It would be negligible, very minor,
25 if at all.

1 Q. Thank you. Could the effects of
2 harvest, site preparation and tending or thinning on
3 the hydrologic cycle be quantified or compared to the
4 effects which would be caused by natural disturbance?

5 A. Yes, there is -- as I have indicated,
6 harvesting is a removal of the active transpiring
7 component; natural fires would do that and so, of
8 course, would an area of windblown forest, it removes
9 those pumps.

10 In terms of thinning, there are natural
11 causes that bring about thinning and mortality in a
12 stand; both insects and disease more, particularly
13 disease. So there is an analogous situation there.
14 But I don't think in any of those situations are you
15 dealing with levels that would be of any considerable
16 significance in terms of water table level.

17 Q. I would like to ask you a couple of
18 questions which arise out of the scoping session,
19 again, questions or issues posed by the Ministry of the
20 Environment.

21 The first question is a question or issue
22 they identified arising out of paragraph 26 of your
23 evidence.

24 MS. SWENARCHUK: What page?

25 MR. FREIDIN: I am sorry it is an issue

1 for Panel 10, that is the problem. There are times
2 when I have second thoughts about combining 10 and 9,
3 Mr. Chairman.

4 As re: the scoping session, I can't find
5 my Panel 9 executive summary. I won't ask for yours,
6 Ms. Koven.

7 Q. All right. So we are talking there
8 in paragraph 26 about water yields and duration of
9 water yield effects. Ministry of the Environment
10 asked:

11 "Given that site preparation activities
12 such as prescribed burns and herbicide
13 applications alter the rate and quantity
14 of revegetation, is it appropriate to
15 conclude that, in general, water yield
16 from a harvested site will drop off
17 rapidly?"

18 That was their question. I can repeat it if you wish.

19 A. If you would, please, because I don't
20 have that. Is it paragraph 26 on page 1 of the Panel
21 10?

22 Q. Right.

23 A. This is in the original. Yes, I have
24 read the paragraph 26.

25 Q. Okay. Their question was:

1 "Given that site preparation activities
2 such as prescribed burns and herbicide
3 applications alter the rate and quantity
4 of revegetation, is it appropriate to
5 conclude that, in general, water yield
6 from a harvested site will drop off
7 rapidly?"

8 A. Well, to the degree -- when the
9 harvesting takes place there will be an increase in
10 water yield. If there is a site preparation treatment
11 subsequent to harvesting which then removes for a
12 period of a year or so the established vegetation, as a
13 prescribed burn might do, then the water yield will
14 remain up; in other words, there isn't an
15 evapotranspiring surface there, so that will remain up
16 for a longer period than if it was harvested and some
17 form of mechanical site preparation which didn't, in
18 effect, destroy the lesser vegetation were employed.

19 That I believe is the way I would
20 interpret the -- give my answer to what seems to be the
21 question there.

22 Q. What reduces the water yield after
23 harvest?

24 A. The revegetation. So that any
25 revegetation, and normally that would be considerable

1 following a prescribed burn or from whatever other
2 activity, then that would reduce the water yield over
3 time.

4 Q. How long does that revegetation
5 normally take?

6 A. Well, if a prescribed burn is done in
7 the early or mid-summer there is normally some
8 revegetation during that same year and certainly within
9 the next season there is usually a very considerable
10 revegetation, including - since this is site
11 preparation for regeneration, including regeneration
12 from planting that is being done.

13 Q. Okay, thank you.

14 MS. SWENARCHUK: Would you mind repeating
15 that last sentence, I didn't hear it, regarding site
16 preparation.

17 MR. ARMSON: Well, following site
18 preparation, the site preparation is done presumably to
19 prepare the area for regeneration. If that
20 regeneration is planting, and that is very commonly the
21 case after prescribed burning, then there would be in
22 fact a revegetation of the trees to start with, but
23 there would also be other vegetation naturally
24 occurring there.

25 MR. FREIDIN: Q. Turn to paragraph 28 of

1 the Panel 10 executive summary. Do you have that one?

2 A. Yes, I have that one.

3 Q. Let's try approaching this this way.

4 Let's read that one before I ask you the question:

5 "Reduced evapotranspiration from reduced
6 forest canopy cover can result in
7 increased soil moisture or under certain
8 well-defined conditions, water
9 accumulation at or near the soil surface.

10 The magnitude of such changes are
11 normally within the limits reached
12 through climatic fluctuations and natural
13 disturbances of evapotranspiration.
14 Exceptions include unusual restrictions
15 of drainage due to soil rutting or
16 compaction during mechanized operations."

17 Ministry of the Environment wanted to know whether the
18 database currently available to MNR was adequate to
19 support the proposition that -- and they repeated what
20 you got have here:

21 "...that the magnitude of such changes,
22 water table rise, are normally within the
23 limits reached through climatic
24 fluctuations and natural disturbances of
25 evapotranspiration?"

1 Do you understand the question?

2 A. Yes, I understand that question.

3 Q. All right.

4 A. I believe the database, plus our
5 understanding of the hydrologic cycle and how it is
6 affected from both general studies and over time give
7 us a very considerable knowledge of how we may alter
8 or, in our timber management activities, carry out
9 certain practices which will affect the water yield and
10 the hydrologic cycle.

11 I believe that that in itself constitutes
12 a very large array of both data -- individual data,
13 knowledge from observation, and also the application of
14 some pretty well-founded principles concerning the
15 cycle.

16 Q. All right. You said that that in
17 itself constitutes data. You are referring to what
18 then when you said...

19 A. There are data, there are studies,
20 for example, concerning the effects of harvesting
21 activities on water cycles.

22 So we know that there have been studies,
23 not necessarily in Ontario, that have looked at other
24 types of practices. So that they have provided data,
25 but we also have I believe an understanding of the

1 hydrologic cycle and the factors that affect it and can
2 interpret those to a local situation.

3 Q. Do you -- are you equating data to
4 knowledge in your answer?

5 A. Considerable knowledge and some of
6 that is quantitative, yes.

7 Q. Thank you. Now, paragraph 29 of
8 Panel No. 10 states:

9 "Currently no Ontario documentation of
10 reduced growth due to compaction..."

11 Hold on a second. Why don't we just forget the
12 paragraph that it might be in relation to.

13 I will ask you this question: Can you
14 advise how nitrates are formed and how they move
15 through the soil?

16 A. Nitrates are formed in soils as a
17 result of a process called nitrification in which the
18 nitrogen in combined form, for example, in the form of
19 plant proteins forms a substrait or food source for
20 certain bacteria which converted initially in the
21 normal sequence of events to ammonia nitrogen and there
22 are another group of bacteria which then take that
23 ammonia and convert it into nitrate nitrogen.

24 The important thing here is that the
25 ammonia producers are organisms which have a certain

1 range of tolerance in terms of the conditions in which
2 they operate, the ammonium ion - ammonia form of
3 nitrogen, can be held in the soil in an available sense
4 and it can be absorbed by many plants, particularly by
5 forest trees as a nitrogen source.

6 So, in other words, if there is
7 ammonification, as we say, of a complex nitrogen source
8 as in the forest floor, then that can provide nitrogen
9 to the vegetation, particularly the tree vegetation in
10 certain soils, particularly those soils characteristic
11 of south of the area of the undertaking where the soils
12 are either neutral or slightly alkaline - they are
13 certainly not very acid soils - then the other bacteria
14 the nitrification bacteria which convert the ammonia to
15 nitrate take that ammonia, convert it to nitrate and
16 that nitrate is then released into the soil and that is
17 a very mobile form of nitrogen and can be moved in the
18 soil solution and, of course, can move through the soil
19 and ultimately out into the water in streamflow and in
20 lakes.

21 Q. The nitrogen in the area of the
22 undertaking, not the areas that you just referred to
23 now, are they in a mobile form?

24 A. The nitrogen that is produced in
25 soils as a result of biological -- microbiological

1 processes within the area of the undertaking -- as I
2 indicated, the soils in the area of the undertaking
3 are, for the very most part, vast majority are acid and
4 in the forest floor particularly those -- the organic
5 layers are quite acid, they have values which, for the
6 most part, are not those within which the nitrate
7 forming bacteria can operate.

8 There have been some studies of this.
9 One study in particular that was carried out in the
10 Great Lakes/St. Lawrence area, rather than the boreal,
11 which is even usually more acid conditions and no
12 nitrification in terms of nitrate production was found
13 in those soils.

14 The study was carried out by
15 microbiologists from the University of Guelph some few
16 years ago and they then undertook to determine what
17 would bring about nitrate formation in those acid
18 soils.

19 They used applications of lime to make
20 the soil less acid, and they used applications of
21 phosphatic fertilizers and that was the only way they
22 could bring about nitrate formation in those soils.
23 These were hardwood maple soils incidentally they were
24 not conifer soils.

25 Q. Thank you. I think that is the

1 evidence in relation to the hydrologic cycle and
2 perhaps we could move on to an area which is going to
3 deal with soils again, but a little different emphasis.

4 In previous evidence, Mr. Armson, the
5 topic of soil has been a recurring one and I understand
6 that you have put together a number of slides which you
7 believe will provide information to the Board which
8 will be helpful, not only in terms of understanding
9 general principles, but helpful in later panels?

10 A. Yes, I have.

11 Q. And before you do that, I would just
12 like to ask you a couple of questions. What would your
13 response be to a statement: that thick soils are
14 always less susceptible to environmental damage than
15 thin soils?

16 A. Well, the question here centers
17 around by, what do you mean by thick, what do you mean
18 by thin? And I think that is a key factor and that is
19 one of the reasons why I believe that it is important
20 to understand some of the physical nature of soils and
21 what a soil is from the standpoint of, first of all, a
22 soil scientist and what it is in perhaps a more general
23 perception of it.

24 Q. Okay. Is this a subject matter that
25 your paper in Panel No. 9 addresses? Is it something

1 that you have...

2 A. Yes, it is. On page 38 of the
3 evidence in Panel 9 and, particularly then on pages 39
4 and over to page 40 and 41 -- those I believe from
5 pages 38 through to -- well, actually even beyond that,
6 to 42 -- pages 38 to 42 deal with many of the
7 principles relating to soil depth or thickness but
8 there are no visual examples and I thought for this
9 reason, Mr. Chairman, it might be useful to provide the
10 Board with them.

11 Q. Would it be fair, Mr. Armson, to
12 state that your paper -- that you have chosen to
13 highlight this particular matter in your paper?

14 A. Yes, I have, because in my experience
15 this is an area concerning thickness or thinness of
16 soils where there is considerable both misunderstanding
17 and perhaps where the perceptions of what thickness or
18 thinness may mean in terms of both nutrients and
19 certainly in terms of the hydrologic cycle, and also in
20 terms of productivity of the forest itself, there are
21 some considerable areas here, I believe, of
22 misunderstanding.

23 Q. I understand that your photographs
24 are intended in part to address those
25 misunderstandings?

1 A. That is correct.

2 Q. When you are looking at a site or
3 considering site characteristics, if you use the term
4 that an area is susceptible to environmental damage,
5 what would you be speaking about?

6 A. I would be speaking very specifically
7 then of particular properties of the soil in relation
8 to some very specific aspect of the environment in
9 terms of water or erosion, water yield and so on. I
10 would not be speaking - and I don't think it is
11 possible to speak - in general terms about that.

12 Q. Okay. Well, perhaps we can turn
13 those slides on.

14 MR. FREIDIN: Now, Mr. Chairman, if I
15 just might indicate that I think the way that these
16 photographs are going to be dealt with, I am going to
17 ask Mr. Armson in relation to each of these
18 photographs - if he sort of doesn't do it on his own -
19 what information is conveyed in the photograph, and I
20 am going to also be asking him to advise whether the
21 information conveyed through observing the conditions
22 depicted in the various photographs would be useful to
23 a field forester in making silvicultural decisions.

24 THE CHAIRMAN: How are you going to deal
25 with these slides as far as...

1 MR. FREIDIN: We have a hard copy.

2 (handed)

3 THE CHAIRMAN: Do you want them going in
4 as one number with alphabetical references to each
5 slide, or how do you want them marked?

6 MR. FREIDIN: Sure, I think that is a
7 good way, keep the same number.

8 THE CHAIRMAN: Okay. Exhibit 418. The
9 first one will be 418A and just go down the...

10 MR. FREIDIN: And if all has gone as
11 planned, they will be in order, Mr. Chairman.

12 If I may, Mr. Chairman, the first two
13 slides deal with aspects of the forest floor. I think
14 I have referred to it, there has been considerable
15 discussion. I felt it perhaps important to illustrate
16 a kind of forest floor which occurs within the area of
17 the undertaking, a very common one.

18 ---EXHIBIT NO. 418A: Photograph of area in Algonquin
19 region depicting aspects of
20 forest floor and fertility
levels.

21 MR. ARMSON: This, as you can see from
22 the photograph perhaps here, they are predominantly
23 maple foliage, this is the Algonquin region, a region I
24 believe the Board visited late last year. And what it
25 is in the photograph is a vertical section into the

1 soil showing the litter layer. There is a six-inch
2 rule stuck into the forest floor and what you have is
3 the uppermost part of the litter layer. This was a
4 photograph taken in the late spring or very early
5 summer, so the foliage you have there is from the
6 previous fall.

7 What you then have is a somewhat darkened
8 area in here which has been flipped up, which is
9 holding together, and this is where there is some
10 partial decomposition. What is holding it together
11 actually is a network of fungi which are feeding on it,
12 and then beneath that there is a darker brown layer and
13 then there is sort of a blackish and almost a
14 salt-and-pepper coloured layer. The salt-and-pepper
15 layer, the light colour here, I think you can see that,
16 is the uppermost zone of the mineral soil.

17 So the forest floor here is relatively
18 thin and the ruler which is in inches is stuck into it
19 and it is approximately two inches thick. That is the
20 organic surface covering.

21 And it is over a soil, which you can't
22 tell from the slide, but I can assure you is a sandy
23 loam in texture and you can see the tree roots are in
24 here. The stand that was taken was, as I say, a hard
25 maple forest.

1 Now, in looking at that slide, we first
2 of all recognize that this is not a young maple stand -
3 you have to take that - this was an older one. So that
4 we have actually a forest floor that is not thick and
5 there has not been -- if you consider the annual
6 accumulation, we find that the years' litter from the
7 previous year will be going through a decomposition
8 process, a slow one and, in fact, there is a period of
9 several years before the litter is then transformed
10 into essentially humus, or organic amorphous material.

11 In looking at that, coming back to this:
12 what would a forester see if he just flipped that over,
13 that would tell him this stand, which is an older -- it
14 is quite an older stand, that the rate of decomposition
15 is relatively rapid -- it is not very rapid, but it is
16 relatively rapid, so that in all likelihood this is a
17 relatively fertile soil and indeed it is. It is not --
18 it is an acid soil - this is from the same area that I
19 mentioned, there is no production of nitrates - this is
20 quite an acid condition, yet there is a relatively
21 rapid turnover of the organic material.

22 The forest floor, therefore, is
23 relatively thin, but it is keeping the nutrient level
24 up.

25 MR. MARTEL: How do you make that jump,

1 Mr. Armson, from saying it decomposes quickly and,
2 therefore, we know it is a fertile...

3 MR. ARMSON: Because our knowledge of
4 what happens in decomposition of organic material and
5 we know that there is a large body of nutrients in the
6 foliage, in the litter. And when that decomposes to
7 the humus here, there is a transformation and the
8 nutrients in that are released both into the
9 decomposing organisms which then in turn die, there is
10 a whole -- very complex chain reaction.

11 MR. MARTEL: But the reason I ask that is
12 in the forests of South America, for example, the
13 foliage comes down but in fact it is not a fertile
14 soil; is it, in most rain forests?

15 MR. ARMSON: Well, in the situation where
16 the foliage comes down and decomposes very rapidly,
17 maybe even partially decomposes before it hits the
18 ground, that is -- with that continual cycling, rapid
19 cycling that is a fertile situation, but the fertility
20 is in a constant state of -- as soon as it is released
21 it is taken up again. Here there is a holding
22 mechanism.

23 MR. MARTEL: Okay.

24 MR. ARMSON: Okay. And in fact the next
25 slide, Mr. Martel, will illustrate something close to

1 that.

2 As I say, the key observation here is
3 that the litter layer is in tact, it is not a thick
4 one, you would not want to remove it, and you know that
5 it is maintaining your fertility level. The roots --
6 there are many fine roots that doesn't show in the
7 slide here, both here and in the upper most part of the
8 mineral soil.

9 As I say, the first two slides speak
10 particularly to the forest floor and the fertility
11 level, and I am not going to address the matter of
12 erosion or water yield in these two slides.

13 MR. FREIDIN: Q. Mr. Armson, as you go
14 through here, if what you are indicating or the
15 observations you are making and the conclusions that
16 you could draw from those observations, if you feel
17 that the observations that you are making are only able
18 to be made by you as opposed to a field forester
19 because you have special expertise, I want you to point
20 that out.

21 A. Well, in the previous slide, for
22 example, I would suggest that a forester, professional
23 forester would look at that and perceive that thickness
24 or thinness and the degree to which there is
25 decomposition and would, in fact, come to the same

1 conclusion that I am coming to without perhaps going
2 into some of the technical aspects of it.

3 Q. All right. And so perhaps we will
4 just proceed on the basis that the observations,
5 conclusions would be similar, but if you are making
6 sort of added things which -- you know, observations or
7 conclusions that they wouldn't perhaps describe it
8 quite the same way, I want you to point that difference
9 out.

10 THE CHAIRMAN: Mr. Freidin, isn't that
11 somewhat speculative as to what somebody else, even
12 with a certain amount of background, would think? I
13 mean, Mr. Armson himself is a forester, but he also has
14 a lot of additional experience.

15 MR. FREIDIN: I think that Mr. Armson -
16 and you perhaps could ask him - as a former professor
17 could at least indicate what general knowledge a
18 professional forester would have, and we are talking
19 here about professional foresters, we are not just
20 talking about -- well, we are talking about
21 professionals and perhaps Mr. Armson could address that
22 concern.

23 THE CHAIRMAN: Well, I think he could
24 indicate that the knowledge required to make the
25 observations as a professional forester would be the

1 subject matter of professional forester academic
2 courses or the normal realm within their experience.

3 But I don't think he can go much further
4 to say what a particular professional forester looking
5 at this would or would not think.

6 MR. FREIDIN: I don't think I was really
7 wanting to go any further than you have suggested.

8 Q. And do you feel you could go as far
9 as suggested by the Chairman?

10 A. I can certainly go that far, Mr.
11 Chairman.

12 Q. Okay.

13 A. This was one of the soil pits that we
14 used in our second year forest soil course.

15 Now, I apologize, this is rather a dark
16 slide, but this is a view of the surface of a soil
17 under a hard maple stand in an area south of the
18 undertaking in Ontario, and it is taken in the early
19 summer -- I should say mid-summer, sorry, and it is
20 looking down on a soil in which the only litter are
21 some twigs and some small pieces of foliage.

22 The litter I think is evident here in
23 terms of these small pieces of twigs and the small
24 pieces of the litter. It is not an uncommon -- it is
25 quite a common type of situation in hardwood woodlots

1 in southern Ontario and in this situation the litter,
2 which is of the same nature, annually arriving on the
3 ground forms a carpet and by mid-summer it has been
4 virtually, totally decomposed by the organism.

5 And, Mr. Martel, this is the situation
6 where the nutrients, if you will, in the litter -- from
7 the litter are being made readily available. This is
8 an extremely fertile soil, very high quality, but it is
9 an example of a situation where if you were to
10 remove -- if you were to clearcut this kind of a
11 forest, you would disrupt the cycle very dramatically.

12 There is no forest floor to speak of,
13 there is no pool, it is all into cycling; and,
14 secondly, the surface soil here, which is a mixture of
15 both mineral and organic material, humus, would then be
16 exposed to erosion. There is nothing -- there is no
17 forest floor to protect it.

18 So here what we have is a situation of a
19 very fertile soil, again, a species similar to what --
20 the same as we have in the Great Lakes/St. Lawrence
21 region, but where an interruption, a disturbance which
22 removes that forest can have some very dramatic effects
23 in terms of both the nutrient cycling and the
24 susceptibility or the opportunity for surface erosion
25 to occur which, again, would be a question of reducing

1 the fertility of the soil.

2 Now, the situation you referred to in
3 Brazil and many other subtropical areas isn't quite,
4 but it is even further towards that situation. So the
5 point I am making here is that within the area of the
6 undertaking and in other parts of the province, the
7 forest floor is a very important part of the soil and
8 constitutes, if you will, a portion which provides
9 buffering against certain kinds of disturbance.

10 The other factor that we have in our
11 favour is also the climate, the rate processes are
12 different.

13 MR. FREIDIN: Now, Mr. Chairman, what
14 exhibit number did we give these?

15 THE CHAIRMAN: That would be Exhibit
16 418B.

17 ---EXHIBIT NO. 418B: Photograph of area in Algonquin
18 region depicting aspects of
19 forest floor and fertility
levels.

20 MR. FREIDIN: All right. So perhaps we
21 could just -- I will try to yell out the exhibit that
22 we are speaking to.

23 Q. And on 418B, Mr. Chairman -- I mean,
24 Mr. Armson, does that picture depict an area within the
25 area or outside the area of the undertaking?

1 A. This is a soil outside of the area of
2 the undertaking in a woodlot north of Toronto.

3 Q. If you can just back up to 418A, just
4 one photograph back, and you have referred to the
5 organic layer as including humus. You may have pointed
6 this out but, if you haven't, can we see that in
7 Exhibit 418A?

8 A. In this soil there is virtually no
9 humus, you cannot see it in the slide. There is a
10 litter layer -- a layer of partial decomposition which
11 we call a fermenting layer and beneath that there is a
12 very, very minor layer of black organic material, but
13 most of it is mixed in with the upper mineral soil and
14 this is the layer I referred to as having a
15 salt-and-pepper cover. So there isn't a humus layer of
16 any substance.

17 Q. Okay, thank you.

18 MS. SEABORN: Excuse me, Mr. Chairman,
19 just before we go any further, I am wondering maybe if
20 we could have some copies made of the photographs, even
21 if they are xeroxs, just so that we can have some paper
22 that we can mark with these exhibit numbers when we are
23 reading the transcript later.

24 MR. FREIDIN: Sure.

25 THE CHAIRMAN: Okay. Why don't we take a

1 break now and we can do that during the break. You can
2 get that done during the break; can't you?

3 MR. FREIDIN: I think so. Sure.

4 THE CHAIRMAN: 20 minutes. Thank you.

5 ---Recess taken at 9:45 a.m.

6 ---Upon resuming at 10:15 a.m.

7 THE CHAIRMAN: Thank you. Be seated,
8 please.

9 Mr. Freidin, before we rise today, we
10 have just received the itinerary from Mr. Kennedy
11 regarding the site visit next week and we have asked
12 him to attend a bit later this morning so we can just
13 review it quickly, I think he has got a couple of maps,
14 and confirm the details with respect to this before we
15 go because some of those who will be attending will
16 have to start making flight arrangements and hotel
17 arrangements and that sort of thing.

18 MR. FREIDIN: Okay. And just a
19 housekeeping matter, Mr. Chairman,, I understand that a
20 copy of the amended executive summary for Panel 9 and
21 Panel 10 was made available to Mr. Mander. Perhaps we
22 should give them exhibit numbers.

23 MRS. KOVEN: You mean the November 6th?

24 MR. FREIDIN: Oh sorry. Were they given
25 exhibit numbers, I am sorry?

1 The panel statements were. Like panel
2 statement for 9 was 414.

3 THE CHAIRMAN: Right.

4 MR. FREIDIN: And the executive summary
5 is an amendment, it is a separate document and I was
6 just going to suggest it be made 414A.

7 MRS. KOVEN: That's the December 29th...

8 MR. FREIDIN: Yes.

9 THE CHAIRMAN: That wasn't exhibited at
10 the scoping session, was it?

11 MR. FREIDIN: I don't even remember.

12 THE CHAIRMAN: Okay. Why don't we do it
13 on that basis, at least go back to the exhibit number
14 to which the witness statement relates.

15 MR. FREIDIN: Right.

16 THE CHAIRMAN: So this one for Panel 9
17 dated December 29th, '88 will be 414A.

18 ---EXHIBIT NO. 414A: Executive Summary for Panel 9
19 dated December 29, 1988.

20 MR. FREIDIN: Right. And if we do the
21 same for the executive summary for 10 it will be 416C,
22 I guess, because we have two volumes.

23 THE CHAIRMAN: Right. And that one is a
24 redraft dated November 6th?

25 MR. FREIDIN: I think that's correct.

1 THE CHAIRMAN: Okay.

2 ---EXHIBIT NO. 416C: Executive Summary for Panel 10,
3 dated November 6, 1988.

4 THE CHAIRMAN: Mr. Freidin, I think in
5 the future, so we do not get confused with the
6 terminology, you are referring sometimes to these as
7 the executive summary.

8 The title on them is: Witness Statement,
9 Panel 9, redrafted, for instance, and we sometimes
10 refer to them as statements of issue, and certainly
11 what the other parties deal with are statements of
12 issue with regard to the scoping session.

13 MR. FREIDIN: I am sure some people have
14 other names for all of it, but...

15 THE CHAIRMAN: And that may well be so.
16 So I think in the future let's try and either refer to
17 the applicants as the executive summary which can be
18 utilized as a statement of issue, or perhaps it might
19 even make more sense to call it the statement of
20 issues.

21 MR. FREIDIN: Well, I don't think really
22 it is a statement of issues. I mean, it does outline
23 basically the material which is in the book. My
24 suggestion would be let's call the summary, if you
25 will, the executive summary because that's a summary of

1 everything. Call the big books...

2 THE CHAIRMAN: The witness statements.

3 MR. FREIDIN: The witness statements.

4 THE CHAIRMAN: And what the other parties
5 file will be statements of issue. Is that acceptable
6 to the parties?

7 MR. FREIDIN: On the scoping sessions.

8 THE CHAIRMAN: That's what we mean.

9 MR. FREIDIN: Okay.

10 THE CHAIRMAN: Yes.

11 MS. SEABORN: I am not sure, Mr.

12 Chairman, we given our statements of issues exhibits
13 numbers at this stage.

14 THE CHAIRMAN: No, we actually have not.

15 MR. FREIDIN: I don't think they should
16 be, Mr. Chairman.

17 THE CHAIRMAN: No. But I mean your
18 executive summary, since it covers and is supplemental
19 to the witness statement could be given an exhibit
20 number. But the statements of issue filed by the other
21 parties will normally not be given exhibit numbers.

22 And you would only be getting -- Mrs.
23 Koven points out, that you would only be getting a
24 separate exhibit number for this if it is supplemental
25 or separate from what you would normally file with your

1 witness statement.

2 MRS. KOVEN: If you revised it,
3 otherwise.

4 MR. FREIDIN: Correct. We would have
5 within the witness statement an executive summary. You
6 just wouldn't have an exhibit number.

7 THE CHAIRMAN: Right.

8 MR. FREIDIN: And obviously the earlier
9 ones...

10 THE CHAIRMAN: Does that clarify anything
11 for everybody, or is everyone more confused?

12 MR. FREIDIN: Mr. Martel, you should be
13 in charge of that, you like those things.

14 MR. MARTEL: Yes, definitions. MNR has
15 some good ones.

16 MR. FREIDIN: We have one especially for
17 you right in this package.

18 Now, Mr. Kennedy is here and I am just
19 wondering whether we could just deal with that matter
20 so that he can return to his other numerous...

21 THE CHAIRMAN: Okay. Why don't we deal
22 with that, it won't take very long. Would somebody
23 mind - unless Mr. Mander can hear us in our office -
24 going down and getting him because I think we would
25 like him here in case he has to make any arrangements

1 for the Board resulting from this discussion.

2 MR. FREIDIN: Mr. Chairman, I am going to
3 have Mr. Kennedy run through this.

4 THE CHAIRMAN: Very well.

5 Mr. Mander, do you want to just be aware
6 of what is being said here in case we have to make some
7 arrangements through you.

8 MR. MANDER: Sure.

9 THE CHAIRMAN: Thank you.

10 MR. KENNEDY: Mr. Chairman, I believe we
11 have made the adequate arrangements for the February
12 23rd site visit that is to take place in the vicinity
13 of Timmins.

14 There are six participants so far that
15 have indicated an interest in coming and have confirmed
16 their attendance and they are shown on the first page
17 of the itinerary which I just handed out. Those are
18 representatives from OFIA/OLMA and Ministry of the
19 Environment, in addition to the Board members.

20 There is a possibility of the media
21 having a representative from the newspaper, I
22 understand, in Timmins and Mr. Mander is going to be
23 confirming that with them.

24 Our tour guide -- site visit guide for
25 this particular visit is Terry Pawson who is an MNR

1 staff person out of the Timmins office.

2 We have included in the itinerary a list
3 of travel times and stop times for each one of the
4 stops as we have done in previous site visits. This is
5 to be a rough indication of the time that we feel
6 should be allotted each each stop and it is subject to
7 change on the conditions when we get there and the
8 interest that may be shown at the various stops. And
9 we expect we should be back into Timmins at a decent
10 hour. Our departure time in the morning from Timmins'
11 hotels would be 8:15.

12 We have included a list of stop
13 descriptions. I was wondering if you would prefer to
14 run through that now or just be satisfied with having a
15 careful read through it another time and refer to the
16 map which we have posted in the hearing room.

17 THE CHAIRMAN: Well, we have read through
18 this and it appears acceptable to the Board. I don't
19 know whether any of other parties want to comment. If
20 they don't, then you could perhaps just deal with the
21 map.

22 MR. KENNEDY: Very wood. I would also
23 like to point out that on the last page we have
24 included a suggested list of things that may be helpful
25 to bring along on a site visit, covering items such as

1 footwear, clothing and sunglasses which may be
2 necessary if it is a clear, sunny day.

3 On this particular visit we are
4 suggesting seeing some winter harvesting operations as
5 well as winter site preparation operations.

6 The way we are going to do that is:
7 Departing from Timmins, heading due south on to the
8 Pine Street Road passing through Deloro Township and
9 Adams Township with the first stop occurring in
10 McArthur where there is a harvesting operation going on
11 there.

12 THE CHAIRMAN: Could you speak up so the
13 court reporter can hear, please.

14 MR. KENNEDY: And then we will be
15 continuing in a southerly direction and we will be
16 travelling through Bartlett Township into Bee,er
17 Township and across into English where there are a
18 variety of stops along the way.

19 In the course of doing that, we will be
20 passing through both the Timmins Forest and the
21 Mallette Forest and OFIA/OLMA reps from those two
22 companies will be accompanying us to provide details if
23 the tour guide is unable to do so.

24 At the end of the trip into Zavitz
25 Township, there are three stops which are grouped

1 together. We have indicated them as separate stop
2 numbers. Upon our arrival it may be that those will
3 really run together as the operations are adjacent to
4 each other.

5 At that point there will be a turn-around
6 and returning on the same travel route up until the
7 corner of McArthur Township and then there will be a
8 side road taken that goes into Musgrove Township where
9 there are some small operators working in that
10 particular part of the forest.

11 And from that, turning around in there,
12 it will be return trip into Timmins by a different
13 route which will take us through the Townships of
14 McArthur, Adams and into Price Township and then into
15 Ogden Township and back to Highway 101, at which point
16 we will go for a short visit through the Mallette
17 Waferboard Corporation mill where there is a particle
18 board and a waferboard and a thin board production
19 line, and provide the Board with an opportunity to see
20 a modern mill utilizing those products.

21 THE CHAIRMAN: Thank you.

22 MR. KENNEDY: Mr. Chairman, I will leave
23 some extra copies of the proposed itinerary at the back
24 of the room and parties are welcome to have a look at
25 the map. And I will also be faxing a copy of this

1 itinerary to those people that are out of town that
2 will be participating on the visit, and will put the
3 itinerary in the mail to the full-time parties.

4 THE CHAIRMAN: Is it going to get to any
5 of the full-time parties before the visit takes place?

6 MR. KENNEDY: I don't believe it would in
7 that case, no. We faxed the proposal last week and
8 those that we have heard back from, I would suggest we
9 would fax a reply to them. Otherwise I was going to
10 put them in the regular mail.

11 THE CHAIRMAN: Okay. I think it would be
12 sufficient if you fax a reply to anybody who responded
13 to the original notice of the visit.

14 MR. KENNEDY: Very good. We will do so.

15 THE CHAIRMAN: And those who didn't on
16 the rest of the party list, I think if you just put in
17 the mail. Obviously, they didn't want to respond for
18 whatever reason in the first place, so that they will
19 get it in due course.

20 And the Board, of course, after the visit
21 will put something on the record as well, and you will
22 instruct your guide to prepare a sheet after the visit
23 as well so that we can exhibit that.

24 MR. KENNEDY: Very good.

25 THE CHAIRMAN: Thank you.

1 MS. SEABORN: Mr. Chairman, just while we
2 are on the topic of site visits, you may recall when
3 site visits first arose, the question, last spring, we
4 had suggested that we would like at some point the
5 Board to have an opportunity to go back to the same
6 area again in a different season.

7 And with respect to the Timmins visit, we
8 would just like the Board to keep in mind whether or
9 not a visit to the same area could be scheduled when we
10 have our satellite hearing in the Timmins area, and it
11 is something that we will raise when we get closer to
12 the time. And I just wanted to raise it now so that
13 the Board would be advised.

14 THE CHAIRMAN: Very well. We will
15 certainly bear that in mind, Ms. Seaborn.

16 Anything else with respect to the site
17 visit? Very well.

18 Mr. Freidin?

19 MR. FREIDIN: Okay.

20 Q. Mr. Armson, if we could continue with
21 these slides.

22 A. I wonder if we could have the
23 lights.

24 Mr. Chairman, I would now like to deal
25 with -- in terms of the slides, deal with the matter

1 that Mr. Freidin initially mentioned and that is the
2 question of thickness or thinness of soils and the
3 perception or understanding of soils.

4 MR. FREIDIN: And I understand we are now
5 looking at 418C -- this is slide 418C. It is an
6 exposure of soil and materials in the area of the
7 undertaking.

8 ---EXHIBIT NO. 418C: Hard copy of photograph of area
9 of the undertaking depicting
 exposure of soil and materials.

10 THE CHAIRMAN: Excuse me, I think some of
11 the parties are having difficulty hearing over your
12 machine. Would you mind using the mike. You might
13 check your machine. It sounds like it is going to blow
14 up or something.

15 MR. ARMSON: Check the machine.

16 MR. FREIDIN: That is it, hit it again.
17 That is better.

18 MR. ARMSON: I will use the microphone,
19 though, and keep my hands free for the pointer too.

20 This slide depicts both a soil and
21 materials often referred to as soil by some persons in
22 the area of the undertaking. This is a soil in an
23 area -- in the northern region in one of the Crown
24 management unit forests, the Plonski Forest to be
25 exact, and it is an area that was being cleared in this

1 instance for the development of a forest nursery and
2 that is why in the picture the portion of the tree that
3 you see up here (indicating) is dead. The stand has
4 been harvested in part and some of the residual trees
5 and stumps are left.

6 What I would like to draw the Board's
7 attention to are the most obvious features shown in the
8 picture which are, first of all, that there is an upper
9 zone in the picture which is highly coloured and
10 exhibits different colours.

11 The surface which essentially is the
12 forest floor as we have come to recognize, and then
13 beneath that an area of much lighter coloured
14 materials, almost white; beneath that a zone which is
15 reddish brown, and beneath that a material that extends
16 right to the bottom of the picture which is very light
17 coloured.

18 So the perceptions that you have there
19 are primarily of colours and also of the existence
20 of -- with the large tree on the left, or the remnants
21 of the tree and the root system which has been somewhat
22 cut off and I would point out that the long root here
23 hanging down was in fact a lateral root which extended
24 out to where the soil has been removed. Now, those are
25 the colours.

1 To anyone looking at this, you would say
2 that was a thick material. The rod which is here in
3 the picture is the black, and the white or silver
4 colours are in decimetres, so that we have
5 approximately over two metres depth here. And the
6 reason the rod is put in there is because close to the
7 rod there is a root which is in fact going down into
8 this body of very light coloured material.

9 So that the roots of the jack pine that
10 you see, although predominantly in this upper zone
11 characterized by the horizontal white and light and the
12 reddish brown colours, there are some -- a few roots,
13 one in particular, that is in fact extending more
14 deeply into this material.

15 The material, I have to say, is a sand,
16 medium sand. It is a material that was deposited by
17 water and is a rather extensive deposit. The upper
18 part characterized by the forest floor, the very light
19 coloured area and the reddish brown, in the parlance,
20 if you will, of soil science -- if we were describing
21 the soil here, this zone from the forest floor to the
22 lower limit of the reddish brown coloured material,
23 would be the soil.

24 The soil is in fact, if we look at the
25 scale to the left, something of the order of 30 to 40

1 centimetres thick, yet the material which we are
2 looking at, both at the soil here and the material
3 beneath it, is extremely deep. In fact, I understand
4 from some geological borings it may be a hundred or
5 more feet deep.

6 So that when we look at that, I think to
7 most people they would say it is a deep soil, but in
8 fact the soil in the narrow sense -- the zone that in
9 soil science we call the soil and the zone in which the
10 bulk of the roots are situated is, in fact, a
11 relatively thin part of that total material.

12 So that when we talk about thinness or
13 thickness, we have to define what -- whether we are
14 speaking of soil in the soil science sense, and that is
15 particularly appropriate when we are looking at where
16 root systems are and/or where we were talking about the
17 materials in which the soil - and now we come to a
18 piece of jargon - when we look at a soil in
19 cross-section and we look at these horizontal or
20 horizons, we call that a profile.

21 I think in Panel 2 we looked at an
22 example of that with some jack pine root systems too.
23 The point here I want to make is that the forest floor
24 is again in tact, there is a thin soil profile which is
25 rooted by, in this case, the jack pine that had

1 occurred there, but that the materials beneath it,
2 being sandy and deep, are extremely porous, so that all
3 the attributes that we have described with respect to a
4 complete forest floor cover, but now also in terms of
5 water movement, hydrologically the movement of water
6 through this material, through the soil profile and
7 down through the materials, the geological materials
8 underneath the sandy materials is relatively -- is
9 unimpeded and, in fact, we can say that then deduces if
10 there is water - and this would occur particularly in
11 the spring - which will flow through the soil because
12 it is saturated and more water is added, then it will
13 flow down through here and eventually move towards the
14 groundwater and the stemflow from that.

15 There is some significance in the rooting
16 of the jack pine, not only in terms of the major root
17 systems being associated with the soil profile - and I
18 will come to that in a moment - but also because of
19 this vertical root. You may recall yesterday I talked
20 about water moving along the outside of root systems
21 and the stemflow and then moved along.

22 And, in fact, if there is considerable
23 stemflow it will move downwards and, of course, the
24 roots that are vertical and going down, they tend to
25 lead the water down and we often find in soils with

1 soil development very great irregularities beneath what
2 we normally think of the soil profile, and these are
3 usually related to the occurrence of deep-rooting
4 species, and jack pine usually has some of those roots,
5 and it has a considerable significance in terms of
6 moving water rapidly to lower levels.

7 THE CHAIRMAN: Mr. Armson, without giving
8 us a whole course in it, what is the reason why certain
9 roots go down and certain roots go laterally? Does it
10 have to do with the species of the tree, or is it
11 seeking out water or what? Why do some roots go down
12 and some roots just go laterally?

13 MR. ARMSON: And you wanted me to answer
14 without getting -- well, very simply, sir...

15 THE CHAIRMAN: Ten words or less.

16 MR. ARMSON: Very simply, sir, the first
17 root out of a seedling is normally one which is
18 susceptible to the influence of gravity, it goes down.
19 But as far as we know, and we are not clear, the roots
20 of trees will -- after that initial root, will grow in
21 any direction in which they originally -- originate
22 from a given point and they will grow in that direction
23 unless they are stopped by a physical impence or
24 where, as they grow, there are moisture or other
25 conditions; temperature, which tend to influence the

1 direction in which they move.

2 Roots will grow sideways, vertical, both
3 down and up, obliquely, they will grow in circles,
4 they -- I have seen roots that have grown in the form
5 of a pretzel, believe it or not.

6 So we really don't know. Essentially I
7 think we have come to the conclusion with tree roots
8 that they mostly grow in the direction in which they
9 are headed until they are influenced by external
10 forces. There are physiological controls, but I won't
11 go into that.

12 THE CHAIRMAN: Thank you.

13 MR. FREIDIN: Q. Now, Mr. Armson, do
14 certain species have particular rooting
15 characteristics, however?

16 A. Yes, and I will be showing an example
17 of differences between two species later on.

18 Q. Okay.

19 A. The rooting, the bulk of the rooting
20 within what I will call the soil profile now is a
21 reflection of, first of all, the nutrients that are
22 contained within both the organic matter and also
23 within that upper portion of the weathered material.

24 I referred to the weathering of the soil
25 particles or of the particles in the geological

1 material and the reddish brown material in here
2 reflects in fact accumulation, particularly of iron
3 compounds and they have resulted from the more intense
4 weathering here in the zone just above this very
5 lighter coloured area.

6 And chemically we know that that, and in
7 fact if you look at it physically you will see that it
8 is predominantly silica grain and these are the
9 residuals from the weathering of the geological
10 material at the surface. And I referred to temperature
11 and moisture.

12 This is the zone which has the -- in
13 terms of weathering and biological processes, this is
14 where the temperature is highest, it is also the zone
15 which receives the moisture. So the soil profile then
16 is really a very active area and this is reflected in
17 the actual development of that profile over time.

18 Q. Mr. Armson, you referred to the
19 biological activity being an indication of weathering?

20 A. Yes.

21 Q. And what are the things -- would you
22 see an indication of biological activity other than the
23 colour of the soil? Would anything else indicate that
24 there had been biological activity?

25 A. Well, you see the roots, that is the

1 most obvious thing. You would also see in the forest
2 floor layer - you can't see it in the slide because it
3 is taken from far back - you would see evidence of the
4 activity of micro-organisms and decomposing organisms
5 in that area.

6 I think in terms of the movement of
7 water, I have referred to that in this soil, it is
8 essentially unimpeded. The thin profile and, again,
9 the forest floor area, I don't think I have to
10 emphasize that, becomes an important part and this is
11 also on a relatively flat topography, so that in terms
12 of timber management, this would be a soil in which we
13 would say you could carry out a wide spectrum of
14 activities in terms of both harvesting, in terms of
15 site preparation, and subsequent tending without
16 negative impact as long as there was a maintenance of
17 the forest floor to some degree.

18 It doesn't even have to be a total forest
19 floor remaining there from the initial stand. This
20 is -- in other words, this is an area where prescribed
21 burning not only could be used but has been used as
22 part of the site preparation.

23 Q. And one last question: You referred
24 to the soil profile, you said it could be described as
25 a thin soil?

1 A. Yes.

2 Q. Could you also describe it as a
3 shallow soil?

4 A. It is shallow in the sense that it
5 has a limited depth.

6 Q. All right. Shallow in the soil
7 scientist's point of view?

8 A. Only in the soil scientist.

9 Q. Thank you.

10 A. This would be to the average - to the
11 lay person I think it would be deep, in fact many
12 people would call this soil -- this is really an
13 unweathered geological deposit, waterlaid sand.

14 ---EXHIBIT NO. 418D: Hard copy of photograph depicting
15 soil profile.

16 MR. FREIDIN: Q. Now, explain Exhibit
17 418D?

18 A. This is a soil profile and the upper
19 part of the geological material in which it is
20 weathered in the same Crown forest, in the Plonski
21 Forest, and what is most evident in this picture in
22 contrast is, first of all, there are stones and small
23 boulders in the picture showing quite evident
24 (indicating), they are angular to sub-rounded we would
25 say; in other words, they are not totally angular but

1 they have some rounding.

2 They occur both in the soil profile which
3 again is evidenced by the forest floor, the total
4 forest floor isn't depicted in any great clarity there,
5 and underneath that a light coloured zone as in the
6 previous soil and the reddish brown, perhaps the most
7 obvious feature of this, is that the reddish brown zone
8 is more diffuse. It would be hard to draw a line
9 underneath it and, in fact, beneath it it diffuses into
10 lightish yellow colours and almost what one might call
11 a small amount of mottling, that is a little dark
12 colour. And this has some significance in terms of,
13 first of all, both the material - and I will explain
14 that - and then come back to what the influence would
15 be.

16 First of all, the fact that it is -- Oh,
17 I am sorry, and towards the base the material is
18 lightish gray in colour with some small amount of
19 yellow perhaps, but there is evidence - and I would
20 assure you this is not just from the way it was dug -
21 of sort of horizontal lines, and I don't know whether
22 that is particularly clear, but you can see it even up
23 in here, almost little shelves of material as it was
24 cut away.

25 Geologically this material is called a

1 till, if you recall yesterday, what some of the studies
2 that were conducted in terms of nutrient withdrawal
3 were in soils which were called tills. These are
4 materials that are laid down either as the ice sheet
5 advanced and, therefore, are heterogeneous, they are a
6 mixture of all kinds of particle sizes, they contain
7 rocks and boulders. The boulders and rocks are usually
8 somewhat angular, may have some rounding, and they are
9 laid on as the ice advanced and, therefore, are
10 compacted.

11 This is one of those types of tills which
12 was smeared on as the ice advanced and has, therefore,
13 these lenses or lines of compaction. This has some
14 considerable effect in terms of water movement.

15 MR. MARTEL: Is that proceeding or
16 advancing or just...?

17 MR. ARMSON: Advancing.

18 MR. MARTEL: Just advancing?

19 MR. ARMSON: Yes. The other kind of till
20 that we often find in much of the area is when the ice
21 retreats and the materials are dumped out, largely
22 associated with water, so the rocks and boulders with
23 it tend to be more rounded and the materials are looser
24 and usually coarser and they are usually towards the
25 surface.

1 So that it is not uncommon to have a
2 basal till laid down when the ice advanced and, we call
3 it an ablation till or a dump till when the ice
4 retreats, and you get this vertical stratification
5 between these two tills.

6 THE CHAIRMAN: Was this the Pleistocene
7 period?

8 MR. ARMSON: This is the Pleistocene
9 period, yes.

10 ---EXHIBIT NO. 418E: Hard copy photograph of soil
11 profile depicting Pleistocene
 period.

12 MR. ARMSON: Now, in terms of the forest
13 floor, it is very similar in thickness to the
14 proceeding one but, as you will see, the rooting depth
15 in here - and this next slide will show it - but
16 because of the compact nature of the material, the
17 movement -- the downward movement of water on this soil
18 material is restricted and it is restricted by this
19 compact till nature.

20 So that the rooting that is possible in
21 this is quite different, the area -- zone available for
22 rooting is quite different from that which was
23 available in the sand.

24 However, because of the nature of a till
25 which is a mixture of materials that have not been laid

1 down by water, the geological component here, the upper
2 part of which has been weathered to perform -- is
3 normally considered more fertile, richer in nutrients
4 or at least has the -- if it is weathered it will be
5 richer in nutrients.

6 So in the range of fertility, till soils,
7 the foresters are -- or I and, I believe most
8 foresters, know an area as tills versus waterlaid
9 materials, particularly sands, then they would
10 automatically have a sense of higher fertility on the
11 tills than on the sands. I think that is a very
12 general observation virtually all foresters would make.

13 I would like to show you the root system
14 of a jack pine of a similar age on this till.

15 Again, the roots that you see largely in
16 the front of the slide are hanging down and the
17 photograph is somewhat different coloured, but it gives
18 you a much better appreciation of the location of the
19 major root system of the jack pine. You can see the
20 roots in here which are in the upper part of the
21 profile and the till and the upper portion of the till
22 where it begins to merge into the soil profile is about
23 in here (indicating) and you will notice there are no
24 roots growing down.

25 And characteristically - and these are

1 jack pine roots of the same age, the stand is of the
2 same age, as in the previous one about 70 years - so
3 that in this till, which has the opportunity for higher
4 fertility, but it also has a physical restriction of
5 root -- the depth to which the roots can go, and it
6 also has a physical barrier to rapid movement of water
7 through it.

8 So that in terms of water movement, these
9 soils are quite different in terms of fertility, there
10 is a difference, yet they are both supporting the same
11 species.

12 MR. FREIDIN: Q. Could you advise what
13 defines the depth of soil in that photograph?

14 A. The depth of soil here is
15 essentially -- as I say, of the soil profile, is the
16 same as in the first slide on the sand. About -- this
17 is of the order of 40, maybe 50 centimetres at the
18 most. So the depth of soil as we define it in the
19 narrow sense is about the same, but there is a
20 limitation to the manner in which roots, particularly
21 of jack pine, can go below that.

22 Q. Right. And in that regard, is the
23 rooting configuration of that particular jack pine a
24 common one?

25 A. Yes. This is taken some distance out

1 from the stump, but this was part of a very major study
2 on the root system of jack pine in these range of
3 soils. So this is -- I can assure the Board that this
4 is a common and typical form.

5 Q. What is below the soil, what is the
6 material?

7 A. The material below it is the
8 relatively unweathered till beneath.

9 Q. And is that a compacted till?

10 A. That is a compacted till.

11 Q. If it wasn't compacted till but was
12 the dump till, would the roots of that jack pine have a
13 different configuration than as shown in that picture?

14 A. We would expect the roots of the jack
15 pine to move and exploit the dump till which is usually
16 a loosely and uncompacted material.

17 MR. MARTEL: How much water would it take
18 to affect an area like that, or could it, based on the
19 fact that that was a compacted area? Would it take a
20 real -- let's say to do some ponding or something like
21 that.

22 MR. ARMSON: Oh, these soils -- these
23 soils do not erode. I should say, although there is a
24 compact layer, they do not normally erode.

25 The water holding capacity of even the

1 soil profile is high, there is a forest floor and in
2 fact there is not -- we do not have ponding. What we
3 do have - and I referred to mottles, slight
4 discolourations bluey gray, and what that indicates is
5 that within this zone, which is really below the main
6 rooting zone, there are periods and locations of
7 saturation, but it is not complete and so we have the
8 mottles.

9 And that is one of the visual signs to a
10 soil scientist looking at a soil, as soon as they see
11 mottles, it may be quite dry when they look at it, but
12 they say that -- they immediately know that sometimes
13 seasonally that soil has saturation or partial
14 saturation. Does that...

15 MR. MARTEL: Yes, thank you.

16 MR. ARMSON: Right.

17 I would like to go to the next
18 illustration. This - and I am sorry but the lights in
19 here may not - I think the essential features will
20 show.

21 MR. FREIDIN: Q. I am sorry, the last
22 photograph that we were looking at was 418D.

23 A. Yes.

24 Q. And now you have gone to 418E. In
25 relation -- and just one question before we go on to

1 that -- you can leave it there.

2 Mottling, is that something that a
3 professional forester would know, or would you have to
4 be a soil scientist?

5 A. I think most foresters would remember
6 something about mottling and in the various documents
7 such as the Forest Eco-System Classification, that is
8 described and indicated and that is for the use of
9 foresters. I think they would be well aware of the
10 term, and what the implications were of that in the
11 soil.

12 Q. Thank you. We are moving on to 418E.

13 A. 418E is a slide taken in --

14 MRS. KOVEN: I think this is F; isn't it?

15 MR. FREIDIN: Pardon me?

16 MR. MARTEL: F, I believe.

17 MR. FREIDIN: I am sorry. 418F, I am
18 sorry.

19 ---EXHIBIT NO. 418F: Hard copy of photograph of soil
20 in the area of the undertaking in
Clay Belt.

21 MR. ARMSON: 418F then, Mr. Chairman, is
22 a slide of a soil within the area of the undertaking in
23 the northern region and in the area of what is commonly
24 called the Clay Belt. And this is a large area which
25 geologically was, at one time after the retreat of the

1 ice, a large shallow lakebed.

2 And in the slide the most obvious feature
3 perhaps is that towards the bottom where you see
4 horizontal layers of whitish material and brownish
5 material. And these are the sediments that were laid
6 down in that lake and the whitish material consists
7 primarily of silt-sized particles and the thinner
8 brownish layers of clay particles.

9 And the sequence of them represents
10 essentially the annual cycle of water coming in with
11 coarser particles, spring melt water and then during
12 the late summer when there is less you get the finer
13 particles settling out. So that we have almost what
14 might be viewed as a chronology with the older
15 sediments here (indicating), the older sediments
16 towards the top.

17 The soil which is developed - and you
18 will notice that the top of the scale, the tape that is
19 in here, and I apologize, it is a tape and I can't read
20 the figures very well, but just about the bottom of the
21 slide is one metre.

22 This is 90 centimetres right -- just
23 above the top of the slide and the surface of the soil
24 is just at the very top of the slide, so approximately
25 a metre in depth.

1 So that the profile of the soil, which is
2 very bland, it just looks brownish here, there is no
3 whitish layer -- the profile is something of this --
4 this is the lower boundary, again somewhat irregular
5 but of the order of 40 to 50 centimetres in depth.

6 This was a soil underneath a forest
7 stand, in this case, a 68-year-old black spruce stand,
8 close to the -- actually to the Little Abitibi River,
9 and in this particular stand you will notice that the
10 root systems are quite superficial. They are within
11 the forest floor zone which is right at the top of the
12 slide and some extending, but minimally, down into the
13 soil.

14 So here not only do we have a thin soil
15 profile, but the species -- the black spruce which is
16 occupying it, occupies a very limited portion of that
17 soil. In terms of water movement, the soil itself,
18 because of the fine texture, has a very high water
19 holding capacity but a very limited ability for water
20 to move through.

21 I think, Mr. Chairman, yesterday you
22 asked about clays and clays being -- I think in the
23 example used, as a coating, an impervious - although
24 this is not a clay it is a clay loam because of the
25 silt - it acts in much that same fashion.

1 The water movement is quite limited so
2 that in this zone, this type of soil, if there is a
3 very high intensity of precipitation then this is
4 one -- and a low topography, this is where you would
5 expect to have some seasonal movement of water or
6 holding of water towards the surface.

7 In this particular instance that doesn't
8 occur because the topography is somewhat gently
9 rolling, but this is the kind of situation -- if it
10 were flat, one might expect that to happen.

11 These soils are very fertile soils in
12 terms of the northern forest, primarily because of the
13 clay components in the soil itself.

14 Q. So could one come to any conclusion
15 about the fertility by observing merely what is in this
16 photograph?

17 A. In the photograph one couldn't come
18 to that conclusion. That's a conclusion I am coming to
19 because I happen to have taken the picture and been
20 there.

21 This is, however, an example - in
22 contrasting it with the previous two soils; that is,
23 the till and the sand, and particularly the sand - this
24 is an example of a soil where, in terms of spring
25 operations and activities with equipment, this is where

1 you might run into great difficulty with your
2 equipment, rutting and so on could occur at that time
3 and these would also be soils that would, as we say,
4 dry out more slowly than those of the sands or the
5 tills.

6 So there is a physical aspect to the
7 three soils we have seen; the sand, the deep sandy
8 material, the till with a relatively thin profile but
9 which had a very compact layer, and this one which had
10 a fair clay component.

11 Q. And any observations which would
12 provide information about erodibility?

13 A. The erodibility here then, if there
14 is a removal again of the forest floor, there would be
15 a high potential for erosion of the surface layers
16 because of the nature of the texture and also because
17 of the moisture-holding properties of this finer
18 textured soil.

19 So here is where, in terms of judgments
20 and decision-making that might be -- decisions would be
21 made with respect to this in a different way than it
22 would be with the till or with the sand.

23 THE CHAIRMAN: I take it, Mr. Armson,
24 that in the areas where you have superficial root
25 systems, those areas would be more susceptible to

1 blowdown as well; would they not, or would they?

2 MR. ARMSON: Yes. In general terms, yes.

3 MR. FREIDIN: And I think there will be
4 some slides later here which speak to wind firmness.

5 MR. ARMSON: I would like now to move to
6 another area of the undertaking, going to the Great
7 Lakes/St. Lawrence region and, in particular, looking
8 at the root systems and soils, in this case, of hard
9 maple and this is in a mature stand of hard maple,
10 these are relatively large trees.

11 ---EXHIBIT NO. 418G: Hard copy of photograph of area
12 of undertaking in area of Great
13 Lakes/St. Lawrence Forest
depicting rooting of mature stand
of hard maple over bedrock.

14 MR. ARMSON: I think in the photograph it
15 may not be too evident, but the base of the bole of
16 this tree is shown at the very top. There is a section
17 through the soil very close to the base of the maple
18 tree and what you see here are the roots of that one
19 tree, and I think that the slide -- most obvious
20 feature of this slide is that the tremendous intensity
21 of rooting from this maple tree.

22 We have seen in the first slide the root
23 system of a jack pine. In the slide just before this,
24 we saw the lateral superficial roots in a 68-year-old
25 black spruce stand.

1 This is a maple system and you can see
2 that it is very intense and occupies a very, very well
3 defined zone within the soil. There are some lateral
4 roots, they do extend, but the bulk of the root system
5 is very close underneath the crown of the stem.

6 MR. MARTEL: Are there certain maples
7 that run along the surface -- certain types of maple
8 where the roots in fact run along the surface as
9 opposed to going down?

10 MR. ARMSON: Yes, red maple. Red maple
11 is a species that is characterized by -- well, first of
12 all, Mr. Chairman, this may be of interest - but in
13 terms of deciduous commercial tree species it extends
14 from Florida to the Arctic height of land and
15 watershed. It is one of the most -- in terms of
16 latitude, it is probably unique in that sense and it,
17 has a root system which is very, very superficial and
18 really can move anywhere. It occurs in swamps and it
19 occurs on very, very thin soil, on bedrock. It is
20 species you can grow virtually anywhere.

21 The soil in which this maple is growing
22 is again a boulder till, a compact till. The picture
23 doesn't show the lower part of the soil profile, it is
24 down beneath the slide, but the rooting of that
25 profile, the profile is not overly deep. You will see

1 that we are dealing with, in this case, approximately
2 60 to 70 centimetres in depth and, in fact, the profile
3 is something of that order, but the rooting primarily
4 is within that zone.

5 It is, in other words, again a deep
6 material in terms of the boulder till, but both the
7 profile and the root systems are restricted to the
8 upper part of the material and well within the less
9 than a metre in depth.

10 ---EXHIBIT NO. 418H: Hard copy of photograph depicting
11 shallow soil over till.

12 MR. ARMSON: You can see in the slide the
13 characteristic weathering of the upper mineral soil
14 surface, that lightish gray area and the litter above
15 that. The forest floor -- in other words, here is very
16 similar to the one that I showed you on the very first
17 slide which was of the maple litter with the six-inch
18 ruler and the partially decomposed material.

19 So we have, again, a deep material,
20 shallow soil and again a physical -- because this is a
21 basal till, a till which is compact, as I say doesn't
22 show in the slide, we have a limitation to water
23 movement moving vertically through that.

24 What I would like to do now is move in
25 the same area to maple, the same species growing on, in

1 this case, Mr. Martel, a dump till. This is where
2 there is no basal till, it is a dump till, as the ice
3 receded it dumped the materials down and it put it over
4 bedrock. This is a granite and ice bedrock.

5 You can get some sense of the size of the
6 trees. It is a very typical type of hardwood stand
7 actually in the Algonquin region, and you can see that
8 the root systems -- in fact there is more than one, but
9 of this particular tree is very similar in nature to
10 that which we showed in the previous slide on the till,
11 the basal till.

12 But this -- I think if I were to show --
13 to look at it, the first thing I would say it is
14 shallow because I can see the bedrock. Yet in terms of
15 depth of the rooted soil and, indeed, in terms of the
16 depth of the soil itself, we are dealing with a
17 situation which is just as deep, perhaps in some
18 instances even a little deeper as in that pocket that
19 is shown there.

20 ---EXHIBIT NO. 418I: Hard copy photograph of bedrock
21 configuration with jack pine
 rooting system.

22 MR. ARMSON: Now, this has considerable
23 implications in terms of both the growth of the forest
24 and also of the manner in which water will flow through
25 the system and be available both in terms of joining

1 the groundwater and also in terms of water availability
2 to the trees.

3 If we think about it in terms of what
4 happens to water when it moves into each of these two
5 soils, in the first instance, in the boulder till, it
6 will move down through into the soil, partly be
7 absorbed by the root system and some of it will move
8 slowly into the till, depending on the moisture
9 content, but it will move relatively slowly and it will
10 then move out of the system. There will be very little
11 lateral flow here. There will be some, especially in
12 the spring when the materials have a considerable water
13 content.

14 In this one the water will move in, will
15 again move through the soil, but then will be ponded or
16 pocketed. In fact, there is a small ponding of water
17 in there and sit in depressions within the bedrock or
18 flow through any of the fissures or cracks in the
19 bedrock and then move out, either to join the
20 groundwater system or go to deeper layers within the
21 rock.

22 Q. There will be lateral movement?

23 A. There would be some lateral movement
24 and that, again, would be affected by the configuration
25 of the bedrock. So the configuration of the bedrock

1 now takes on a rather important aspect of the movement
2 of water both within the soil and certainly then along
3 the surface of the rock, in this case, as compared with
4 the basal till in the previous slide.

5 Both soils are productive in terms of
6 moisture supply to the trees and, in fact, we might
7 expect some degree of higher water supply here within
8 this soil because the bedrock is holding it up, but not
9 as a water table so much, as in pockets, which is not
10 too bad a situation, you have always got some roots
11 sticking in the water somewhere if it is there.

12 So we would -- these two soils, although
13 they appear different are essentially, in terms of the
14 growth of the tree, in terms of the moisture relation,
15 very similar. In terms of the forest floor, they are
16 almost identical. So we could equate them although
17 they are different types of materials. As I say, this
18 would -- to some people say it is a shallow soil over
19 bedrock with certain implications that they might put
20 to that.

21 This is Mr. Martel's favorite slide. I
22 believe, Mr. Martel, this is the one that you asked
23 some questions about in Panel 2 last year. So I have
24 returned to it because I wanted to show you the
25 difference in rooting on this kind of a soil.

1 This is again a deep material, but in
2 this instance the waterlaid material was finer and is
3 compact and the root system of the jack pine - this is
4 approximately 60 years old - is extensive, certainly in
5 terms of lateral roots, you can see that. Certainly a
6 very clear indication of the difference between this
7 kind of a root system and one of hard maple, but at the
8 lower extremity there is a compact material and the
9 roots tend to stop there, they are physically prevented
10 from penetrating at deeper levels.

11 I will be showing to the Board the nature
12 of the stand, the forest stand in which this particular
13 tree is situated, this jack pine, because it is of
14 interest in that it has not only a jack pine major --
15 it is a major jack pine stand, but it also has black
16 spruce of not quite the same age, a few years younger,
17 but in the same material and in this slide which is...

18 Q. 418J, I believe. It is J.

19 ---EXHIBIT NO. 418J: Hard copy photograph of bedrock
20 configuration with black spruce
 rooting system.

21 MR. ARMSON: We have the root system of a
22 black spruce that is a few years younger, not very
23 much, which has become established in the same soil
24 material and which shows very, very clearly the
25 difference in rooting within that soil by these two

1 species.

2 MR. FREIDIN: Q. The roots we see sort
3 of hanging down, are they hanging or is that the
4 original direction?

5 A. This is a hanging root (indicating)
6 and this is a hanging root. (indicating) The root
7 system -- the body of the root system is up in this
8 area as contrasted with the previous one which has a
9 much more dense root system of vertical depth.

10 MR. MARTEL: Isn't it jack pine that are
11 supposed to have the shallow rooting?

12 MR. ARMSON: No, jack pine has a
13 relatively deep rooting system. Red and white pine
14 have even deeper rooting systems, but jack pine is --
15 if you were relating them to shallow, medium and deep,
16 jack pine would be on the medium to deep side, given
17 the opportunity to grow in the soil.

18 MR. FREIDIN: Q. Mr. Armson, by those
19 two photographs, 418I and 418J, we had similar soils
20 but two different species which exploited the soil
21 differently?

22 A. That's correct.

23 Q. Does the difference in terms of how a
24 particular species might exploit or use -- the degree
25 to which it would use the total soil depth have any

1 significance for silvicultural decision-making?

2 A. Yes. In general, we would look at a
3 soil and in terms of the species, certainly in this
4 case with jack pine, we would say that the jack pine is
5 better able to exploit, to utilize that soil and, in
6 fact, is more productive in terms of growth as a result
7 of that. Whereas black spruce would utilize only a
8 limited part of the soil that is available, the upper
9 zone and, consequently, would not be as productive on
10 this site in terms of volume.

11 Q. I would like to refer you to a line
12 or two on page 38 of Exhibit 414 and, in particular,
13 the last paragraph on page 38 which speaks about -- I
14 think the situation is perhaps depicted in these two
15 photographs:

16 "...is inherently a species which is
17 shallow rooting will not be able to
18 exploit deep soils and inherently deep
19 rooting species will be restricted in
20 their rooting capability by shallow
21 soils."

22 And has that been shown on the slides?

23 A. Yes. This is what I am referring to
24 here, yes.

25 Q. It then says:

1 "This does not mean that such species do
2 not grow or should not be grown on these
3 types of soil, but that the implications
4 concerning species demand for water and
5 nutrients compared to the soil's
6 capability to meet these demands should
7 be recognized and understood."

8 Is there a rule that the optimum combinations of
9 species -- there should be an optimum combination of
10 species and soils so that the species takes full
11 advantage of whatever soil is there?

12 A. Normally in management. If your
13 management objectives are such that you can utilize the
14 species that is best suited to exploit or utilize the
15 available soil volume, that is what you would move
16 towards and that is what we, in general terminology,
17 would call matching the species to the site.

18 There may be situations where - and as I
19 indicated in the evidence - where, because of some
20 other factor such as the value of a species, that one
21 might move towards a species that does not necessarily
22 utilize the entire rooting volume but, because of its
23 value, even if it does grow more slowly, you would move
24 to that.

25 But that is where I am stating in the

1 evidence you would then have to recognize that in terms
2 of water -- availability of water to this shallow
3 rooted species, it isn't going to be able to utilize
4 the water in the lower part of the soil profile to the
5 degree that jack pine, in this case, would.

6 So those are the kinds of things you
7 would recognize if you move towards species that did
8 not do that.

9 MRS. KOVEN: In a situation like that,
10 Mr. Armson, would have a denser stand?

11 MR. ARMSON: Sometimes, yes. In the
12 natural stands that is usually the case, it seems
13 almost a reverse. But often on the poorer sites, as we
14 say, either through -- more particularly through
15 fertility, we often have a denser -- a higher density,
16 many smaller trees.

17 Normally what happens on the more fertile
18 sites is, because of the rapid growth, there is a
19 sorting out by the population with the ones that have
20 some dominance, growing faster and, in fact, both
21 competing and shading out or -- not only shading out,
22 but taking up the moisture and nutrients that are
23 available.

24 So there is a tendency to have higher
25 densities, yes, on the poorer sites.

1 MR. FREIDIN: Just one moment.

2 Q. Thank you. Just going back, on those
3 two slides, could we tell anything from the slide in
4 terms of erodibility?

5 A. In erodibility, perhaps it is more
6 readily seen in this one. These soils -- this again is
7 a sand, it is a finer sand, as I indicated it is in a
8 very level topography, it has a forest floor that is
9 uniform there, as you can see and, in this instance,
10 this would not be an erodible soil in the normal sense
11 with maintenance of the forest floor to some degree.

12 Again, it is an area in which -- in terms
13 of harvesting, in terms of site preparation and
14 subsequent tending treatments, this would be a soil
15 over which you could employ a wide spectrum of
16 practices and also in terms of the conditions, the
17 physical condition of the soil, these would be most
18 difficult soils, for example, to compact them with
19 equipment or machinery.

20 Q. Can we just back up to the slides
21 418G and H, that's the shallow soil over bedrock?

22 A. Yes.

23 Q. And the one before it?

24 A. The one over -- the maple over till.

25 Q. Shallow soil over till?

1 A. This is a shallow soil over till.

2 Q. If someone was concerned about
3 erosion, would there be any different considerations in
4 the two situations that are depicted by those
5 photographs, one being shallow soil over bedrock, one
6 being shallow soil over till?

7 A. The shallow soil over till, which you
8 see here, the materials, because it a basal till, the
9 materials tend to be a finer texture.

10 If you were to remove all the forest
11 floor layer and expose the mineral soil, then it would
12 be more erodible, to put it that way, than this one
13 which is a -- because it is a dump till has a coarser
14 texture and more difficult to erode.

15 Q. And if you don't remove the forest
16 floor, is there any difference in terms of the concern
17 about erodibility?

18 A. No.

19 Q. Thank you. The next picture is 418K.

20 ---EXHIBIT NO. 418K: Hard copy photograph of stump of
21 80-year-old white pine in
bedrock.

22 MR. ARMSON: Yes. In this picture, Mr.
23 Chairman, I am showing you the stump of an
24 approximately 80-year-old white pine in a stand of
25 white pine in a situation characterized, as shown in

1 the picture, by bedrock. Some part of it is covered
2 only by moss material, which you can see to the top
3 left-hand side of the photograph, but the bedrock
4 itself is fractured.

5 The size of the particular tree here, but
6 also the fact that there is essentially a full stand of
7 white pine, this a stand that is actually visible from
8 Highway 35 in the Algonquin region and sits on a butt
9 or rock outcrop over the lake, adjacent to a lake and,
10 as I say, highly visible.

11 It illustrates the fact that
12 productive -- in this case, pine can grow and in fact
13 this was an area that was harvested by a silvicultural
14 harvesting system on soils which are extremely shallow
15 no matter how we define them.

16 And superficially, if you don't look at
17 where the roots are, you wonder how in fact a tree can
18 in fact become that size. And the answer lies in the
19 fact that there is no soil profile in the conventional
20 sense, there is no unconsolidated material, in effect,
21 in which that tree can grow except perhaps in the odd
22 pocket. And I think what you have in here is a small
23 depression in which possibly when the ice retreated and
24 the water scoured the surface there was some residual
25 material put down in there and over many centuries, if

1 not a thousand years, there has been succession of
2 vegetation.

3 Pine, as I indicated, has a system -
4 white pine and red pine - that the roots can go long
5 distances and they can go in virtually any direction
6 you care to point them.

7 The root system of this tree, and indeed
8 of the roots of the entire stand, have penetrated
9 every -- virtually every crevice and crack within that
10 fractured bedrock and over the generations of trees
11 that have occurred here, and the reason that the pine
12 is here is largely these were areas under normal
13 circumstances burnt quite regularly, every 80, 90 or
14 100 years.

15 So although this very shallow soil,
16 almost no soil at all, we would think of it as being
17 very susceptible and sensitive. This has been subject
18 to some fairly major disturbances on a regular,
19 although infrequent manner.

20 The root systems of each successional
21 generation occupy the fractures and fissures - and I
22 will show you an example of that - and what we have in
23 those fissures and cracks is really an accumulation of
24 dead root material, organic material which slowly
25 decomposes, releases nutrients and, in fact, the

1 soils -- the fertility, the supply of nutrients to
2 these trees is really, from the organic material,
3 largely put in there by the succeeding previous
4 generations of vegetation, particularly of pine.

5 If there were a statement, this is where
6 the heirs are living on what their ancestors have left
7 them, quite literally.

8 It also superficially would seem to be a
9 condition of extremely low availability for plant
10 growth and, indeed it is. If you take the surface bear
11 rock, what is happening here is that all the
12 precipitation that comes down is being channelled
13 either by the trees itself by stemflow and crownflow
14 down into the root system, and if it is out here on the
15 rock, apart from the mosses which may be absorbing
16 some, the water is being channelled right down to where
17 the roots are.

18 It is probably one of the most efficient
19 systems for the utilization of water by vegetation and
20 it is that, together with the fertility which arises
21 from the residual decomposing organic material, that
22 gives the productivity that it has. I am not
23 suggesting that it is highly productive, but it is a
24 moderately productive stand and condition.

25 THE CHAIRMAN: Mr. Armson, I don't know

1 whether you do it because of the topography, but you
2 wouldn't want then to utilize a full-tree harvest
3 method there; would you, because you would be taking
4 out some of the roots and therefore...

5 MR. ARMSON: In this particular stand,
6 which as I say was harvested and I was partly but not
7 entirely responsible for the prescription, it was
8 harvested on a tree-length and it was -- because it was
9 white pine, a shelterwood system was used, so that in
10 other words, the entire stand wasn't cut and, in fact,
11 in the conditions for the contractor he was told to,
12 where possible, when they were felling a tree, to fell
13 it so that the crowns, if possible, would come down on
14 any open rock which was around.

15 Of course, that is what he wanted to do
16 anyway because it was an opening and wouldn't get hung
17 up.

18 So what the point I am making here is
19 that although these are extremely shallow soils over
20 bedrock in terms of what you can observe from the
21 surface, they can indeed be productive and with
22 appropriate harvesting or other activities they can in
23 fact retain that productivity.

24 MR. FREIDIN: Q. Mr. Armson, you
25 indicated that fertility was -- one of the reasons for

1 fertility was the predecessors of a stand that was
2 there?

3 A. Yes.

4 Q. And could you explain what you meant
5 by that?

6 A. What I mean by that is, when this
7 tree dies as it has already, we've decapitated it,
8 these root systems also die and will slowly decompose
9 and the nutrients within both the wood and, more
10 particularly within the bark, will then become
11 available.

12 Some of that will move through the system
13 as water moves through those crevices and fissures but
14 much of it will remain, and that which remains, in
15 terms of the organic substrait, will be available to a
16 subsequent generation.

17 Q. All right. Would there be any
18 nutrients added to those areas, these are like the
19 fissures over the life of the stand?

20 A. Yes, there will be some. If you look
21 in some of these fissures and cracks you will find
22 chemical weathering of the bedrock. There is some
23 addition that way.

24 There is also - and perhaps to a greater
25 degree - there is some nutrients being added by the

1 moss vegetation which is growing and dying on the
2 surface of the rock itself. So there are minimal
3 additions. I wouldn't want to suggest that they are
4 large. From one -- one may ask: Where does the --
5 where do the mosses get their nutrition. Partly they
6 get it from some very superficial weathering of the
7 rock, but a large part of the nutrients the mosses
8 obtain are from the crown, the washing of nutrients
9 from the crown of the forest trees. This has been
10 studied particularly in places like Sweden.

11 Q. Now, you have also got -- these are
12 the areas which you have described as extremely shallow
13 over bedrock. What does the picture tell us about
14 erodibility?

15 A. The erodibility is virtually nil,
16 there is nothing to erod. There are some mosses that
17 could dry out here and that is a possibility and they
18 could be, as they dry out they may blow. But they
19 are -- in these kinds of situations, they are
20 intermittent but that certainly could erode, but in
21 terms of eroding rock, I am afraid that is just not in
22 the picture.

23 One has to consider the ice has been over
24 this and retreated over it and we have still got the
25 rock left.

1 Q. And where you have indicated here
2 that this tree is in a -- I think you referred to it as
3 a pocket.

4 A. I am surmising that the seedling that
5 became established and became this tree, that by the
6 configuration there was probably a small pocket of soil
7 in there and that is where it became established. And
8 that is often the observations on these shallow areas
9 with bedrock, that the vegetation becomes in these
10 pockets or crannies and crevices and so on.

11 I believe the next slide shows you...

12 Q. Which is 418L.

13 ---EXHIBIT NO. 418L: Hard copy photograph depicting
14 fracturing of rock.

15 MR. ARMSON: This is again, and I show
16 this to illustrate an area where, if you like, the
17 fracturing of the rock is not so evident. There is
18 some fissure in the rock, it is a horizontal one. It
19 may not be too clear, but there is a white pine log up
20 to the right, the stump of the pine is at the top
21 right-hand side of the picture and here you have a
22 very -- a rounded bedrock which had a very, very thin
23 mantle of essentially organic material, some litter,
24 mosses and in the odd spot some mineral soil. But
25 essentially an extremely -- you could walk over it and

1 put your heel down and you would hit the rock.

2 And the point of this is to show that in
3 these, where there is not the deep fissures, there is
4 still a very considerable exploitation of whatever soil
5 is there. Where you see these roots going out in this
6 direction (indicating) there was a heavier covering of
7 organic material. There was very little in here, but
8 even there you see these small roots, and where there
9 was a fracture through this bedrock which, as I say,
10 was horizontal one, on the right-hand side of the
11 picture you can see a medium-sized root moving through
12 and coming out the other side of that fissure.

13 So it is a variation on this, but it
14 illustrates an area in which, again, a relatively large
15 individual - I am not suggesting these are again the
16 most productive stands, there is some degree of
17 opening, but they are still stands that we would call
18 productive in terms of timber management and the water
19 supply is a very immediate one, the nutrient supply is
20 dependent entirely on essentially an organic substrait
21 with some very minor addition from the weathering of
22 the rock which is quite minimum. These are granite
23 niches, they are not the most rich in terms of
24 nutrients.

25 MR. FREIDIN: Q. Do you have any

1 information as to the quality of the trees on those
2 sites?

3 A. These trees would be intermediate.
4 The trees in these areas were saw logs, these were
5 white pine saw logs.

6 Q. And do you recall -- do you have any
7 information as to the site class under the Forest
8 Resource Inventory for those sites?

9 A. I can't recall exactly, no. I
10 would -- from memory, I would think they would be a low
11 Site Class 1 -- 2 rather and maybe an upper 3, but they
12 would be in that zone.

13 Q. Okay.

14 A. Certainly Site Class 3 and maybe even
15 a little bit better.

16 Q. Thank you.

17 A. See, this was to illustrate
18 basically -- I was able to trace one down into a
19 fissure, a deep fissure - and I apologize, you can't see
20 everything - but it is like looking at a cave here.
21 But to give you -- this fissure was filled entirely
22 with organic material and what I am illustrating here -
23 and I think it can be seen in the bottom half of the
24 slide - is the intensity of rooting, even a large root
25 at the bottom of that fissure. These were pine roots

1 and they were actually part of the root system of the
2 tree that you saw in the previous slide.

3 So it's very, very difficult in a way to
4 estimate, if one were to say: What is the volume of
5 soil exploited by these roots, there is no way you can
6 really arrive at the totality.

7 You were talking, Mr. Martel, about wind
8 firmness. These are about the most wind firm trees you
9 could ever get, they are anchored in the rock in this
10 fashion.

11 MR. FREIDIN: Q. Mr. Armson, on these
12 extremely shallow soils over bedrock, can you comment
13 on the renewability of those types of sites after
14 harvest?

15 A. Well, as I indicated in the earlier
16 slides with white pine a shelterwood silvicultural
17 system can be used with some discretion concerning the
18 nature of the logging system; shortwood or tree-length
19 system would be quite appropriate.

20 The time of year in terms of harvesting
21 is not really very critical because there is not much
22 you can do with equipment, in fact, it is more a
23 question of what the site would do to the equipment
24 than the reverse I think, in this case.

25 With jack pine, will also occur. There

1 are a number of species that will occur in these types
2 of conditions and they can be treated silviculturally
3 and harvested and the productivity maintained.

4 The season of year may be important in
5 some instances if natural regeneration is being used,
6 particularly for jack pine.

7 Q. Okay.

8 A. I am going to leave roots now and
9 show you, I believe it is two slides that -- of an area
10 in northwestern Ontario in the Dryden District and I am
11 not sure, it may well be an area that the Board saw or
12 flew over last summer.

13 ---EXHIBIT NO. 418M: Hard copy photograph of area in
14 Dryden District depicting exposed
bedrock surfaces.

15 ---EXHIBIT NO. 418N: Hard copy photograph of area of
16 Dryden District depicting shallow
soil over bedrock.

17 MR. ARMSON: This is an area that was
18 harvested commercially and which was then seeded
19 approximately ten years before the picture was taken.
20 The picture was taken last summer.

21 The area is very generally characterized
22 by exposed bedrock surfaces which you can see in the
23 slide, there is no question about that. The area had
24 been harvested and the species that was taken was jack
25 pine.

1 It was productive, in that sense an
2 economically viable operation and it was deemed an area
3 that should be regenerated and it was, in fact,
4 regenerated as I said by -- or if I didn't say, it was
5 regenerated by aerial seeding. You will notice that
6 the bedrock surface is identified by the light colour
7 in the slide. There is a considerable amount of it, in
8 fact, those bedrock surfaces existed prior to harvest;
9 in other words, the commercial forest that was taken
10 off what's occurring -- the trees were occurring in the
11 same kind of pockets that the regeneration which is now
12 approximately ten years old is growing in. In this
13 particular situation the regeneration was very
14 successful and led in fact to a very high density of
15 stems. And although it is not perhaps clearly visible
16 in the slide, this area was tended by a pre-commercial
17 thinning operation done by the Ministry in order to
18 remove the excessive numbers of stems that were there.

19 Now, I would like to talk about this in
20 terms of water and productivity. The water
21 availability in this area, as I mentioned with respect
22 to the white pine, any water that flows onto rock moves
23 into the, depending on the configuration, down into
24 those small pockets which is where, in this case, the
25 vegetation, particularly the trees are growing.

1 If we had left this or if -- this is an
2 area that was originated as a natural -- from a natural
3 fire but the natural stand there, we seeded it. If we
4 were to leave the high density of stems in those
5 pockets and they would be depending on the soil
6 moisture supply and the nutrients that were there, then
7 the decision was that if they were left, we would have
8 a large number of small trees and they would be
9 competing for the same amount of water and nutrients.

10 If in maintaining the productivity of
11 this forest, this new forest, we wanted to in fact
12 change the dimensions of the forest to our
13 satisfaction, one of the simplest things to do is,
14 again like carrots in the garden, is to thin it out and
15 this becomes particularly appropriate when you have a
16 limited amount of water flowing into those pockets on
17 these shallow soils. So that the pre-commercial
18 thinning operation was done to in fact provide for the
19 moisture and the nutrients to go to a smaller number of
20 stems which would form the next forest.

21 This is an example of where the decision
22 was made, not because of any set of unique studies or
23 data, but an understanding in general terms of the
24 relationships between soil, soil water supply in this
25 case and the density of the stems.

1 I believe the Board will recall last
2 summer in Panel 4 that there was some mention of the
3 area that Mr. Cary was responsible for as a unit
4 forester and this is a view of Mr. Cary in one of those
5 areas, again shallow soil over bedrock, and again the
6 lighting conditions aren't perfect but I think you can
7 see the height of the jack pine. This is an area that
8 was cut-over and was regenerated and, in fact, was one
9 of the areas referred to by Mr. Cary when he was unit
10 forester...

11 MR. MARTEL: That was his wild young
12 days?

13 MR. ARMSON: That's correct, Mr. Martel.
14 Again, this is merely a ground photograph of something
15 similar and I thought the Board might...

16 THE CHAIRMAN: So what do we entitle it,
17 John Cary in forest?

18 MR. ARMSON: I would suggest that it is
19 unit forester revisits the site of his earlier
20 predictions...

21 And that, Mr. Chairman, is the end of the
22 slide show.

23 MR. FREIDIN: Q. And, Mr. Armson, I am
24 going to -- I would just like to ask you a few
25 questions arising out of those photographs before we

1 move onto the next area.

2 THE CHAIRMAN: Mr. Freidin, we are
3 contemplating going through until about one. Do you
4 think you will finish?

5 MR. FREIDIN: No I mean, no, I will
6 definitely not finish. So, if you were contemplating a
7 break it is not going to affect whether we finish or
8 not.

9 THE CHAIRMAN: Do you need a break?

10 THE REPORTER: No.

11 THE CHAIRMAN: You might as well just
12 push on to one and I think we will quit at one.

13 MR. FREIDIN: Okay.

14 Q. Are there some situations with the
15 characteristics or that could be described as shallow
16 soils over bedrock where you would not harvest, Mr.
17 Armson?

18 A. Yes.

19 Q. And perhaps you could expand on that?

20 A. Well, that would be where there
21 are -- there is no soil at all and essentially no
22 forest. I mean, that is the situation in which you
23 wouldn't harvest. If there is a commercial stand of
24 timber, then I think you would look very closely at how
25 you would harvest that.

1 MS. SWENARCHUK: Could you turn it off
2 now.

3 MR. FREIDIN: Turn it off. Are you going
4 to let that go?

5 MR. ARMSON: No, I think it has cooled
6 down now.

7 MS. SEABORN: Mr. Freidin, could Mr.
8 Armson just repeat that answer, I wasn't able to hear
9 properly.

10 MR. ARMSON: The answer, Ms. Seaborn, was
11 that where there is a shallow -- where there is a soil
12 and there is a productive stand on it, I would see no
13 reason not to proceed, but obviously there are factors
14 that would influence the decision of how and when to do
15 that.

16 MR. FREIDIN: Q. Can you expand on the
17 kinds of those factors, the sort of factors that you
18 would have to consider?

19 A. The factors would be related
20 particularly to, for example, the consideration of
21 nutrients in terms of the pools of nutrients that would
22 be either removed in general terms or would remain and
23 in terms of the moisture supply and the susceptibility
24 of the particular situation to, for example, erosion.
25 I think that would be one of the key features that we

1 would look at.

2 Q. Thank you. Now, given the variation
3 in the site conditions that you have described in your
4 oral evidence and which you have shown some of in those
5 slides, how do foresters know the situation that they
6 are facing in terms of the soil?

7 A. Well, they know it from existing
8 information about the soils, where that is, available
9 and, as I say, that is available in a number of the
10 areas to some considerable degree now.

11 Q. When you say that, what kind of
12 information are you referring to?

13 A. They would be soil surveys in the
14 form of maps. There could be surficial geological maps
15 which provide a great deal of information about the
16 materials, though not about the soil in the narrow
17 sense itself.

18 There would be information that would be
19 contained in reports or such as the Forest Eco-System
20 Report, that would not provide a map per se, but which
21 would characterize in describing the normally occurring
22 vegetation and soil conditions and related moisture
23 characteristics for a broad area.

24 Q. And when -- is that reference to the
25 Forest Eco-System Classification that we have heard

1 about?

2 A. That's correct, yes.

3 Q. Okay.

4 A. And which I believe has been an
5 exhibit. So in addition to those reports and so on,
6 there would then be the information that the forester
7 would have locally from both people who operate there,
8 whether it be the industry or some others, from his own
9 staff and his own observations and in this he would be
10 utilizing -- he or she would be utilizing such things
11 as aerial photographs.

12 Any of these areas in the photography
13 will show up in terms of exposure -- bedrock exposure
14 and so on. He will also be utilizing the local
15 knowledge in general of the relationships and what has
16 happened because many of these -- I think you will see
17 from my slides, they in fact have illustrated what can
18 or cannot happen when you carry out a certain activity
19 in a given situation.

20 So there is a whole array of pieces of
21 information and knowledge that will be at his disposal
22 to a greater or lesser degree depending on the
23 situation.

24 Q. Okay. And in the absence of the soil
25 surveys that you referred to and in the absence of the

1 Forest Eco-System Classification, could you comment on
2 the sufficiency of the information available to field
3 foresters to make sound silvicultural decisions?

4 A. It would be my opinion that even
5 without those other aids, if you will, that the
6 knowledge and, particularly the ability to see either
7 from photographs or from their own actual visitation on
8 areas and from the observations of trained staff, that
9 this is a good basis for making the silvicultural
10 decisions. I won't say that it is the most complete,
11 but it certainly is, in most instances, a good basis
12 for it.

13 Q. All right. And why, if you have a
14 good basis for making decisions in those situations
15 without the soil surveys and Forest Eco-System
16 Classification, why has the Ministry involved itself in
17 developing Forest Eco-System Classifications and doing
18 soil surveys?

19 A. For two reasons: One is that is to
20 better improve the decision-making; and, secondly, in
21 terms of surveys, it allows the forester then for a
22 given area to have a quantification of the nature of
23 the various soils that have been -- that are there and
24 this, of course, was one of the key purposes for the
25 undertaking in the northern region of compiling all the

1 available soils information for that region.

2 So that all foresters, be they industry
3 foresters or Ministry foresters, would have that
4 information at their disposal.

5 Q. In material that I have read - and I
6 would think the material that others have read about
7 this matter of timber management - we sometimes see the
8 term fragile site, sometimes the phrase sensitive
9 sites. Could you comment on those two terms?

10 A. Yes, and I believe in my witness
11 statement in Panel 9 I placed the word fragile in
12 inverted commas. The words fragile and sensitive
13 really have no meaning unless they are further
14 qualified in terms of fragile with respect to what or
15 sensitive with respect to what.

16 And, therefore, to identify a site or a
17 soil condition as fragile or sensitive and leave it at
18 that really tells, in my opinion, nothing about the
19 site itself or what decision should be made with
20 respect to it being labeled just fragile or sensitive.

21 Q. Could you give an example of how one
22 might sort of go off in error by not considering these
23 characteristics?

24 A. The best example I can give is the
25 example that was illustrated in one of the slides of

1 the white pine stand which was, as I say, a stand
2 overlooking a lake adjacent to a public provincial
3 highway.

4 It was originally by foresters - and I am
5 speaking now of university staff foresters in this
6 case - considered as a result of other peoples' opinion
7 as a stand in this condition which should not be
8 touched at all and yet it had quite a mature and
9 commercially valuable stand of white pine.

10 Q. Why do they believe that it shouldn't
11 be touched?

12 A. They believed it shouldn't be touched
13 because - I wouldn't want, the years have gone - they
14 used the word sensitive, but the implication was it was
15 sensitive or fragile because of the nature of the rock,
16 that it was exposed and anything done there would have
17 a detrimental effect.

18 When we looked more closely at it it
19 became clear that in fact this was not a sensitive site
20 at all, it was a site that, if dealt with properly,
21 could maintain a pine forest in perpetuity if it was
22 managed in a certain way. So in fact the site was not
23 sensitive, it was in fact a site that was rather
24 resilient in terms of the way it could be treated.

25 Q. Thank you. The next area that I

1 would like to move on to is the area ---

2 MS. SEABORN: Mr. Chairman, I don't like
3 to interrupt Mr. Freidin, and I wanted to wait until we
4 finished this area. One of the things that has
5 concerned me a little bit in this direct examination is
6 the amount of new material that has been introduced
7 without any notice to the parties in the form of these
8 photographs and there has been considerable discussion
9 about those.

10 Now, I accept that the photographs do
11 relate to the material that has been provided in the
12 Panel 9 witness statement, but it does somewhat, I
13 would say, broaden the evidence that is now going to be
14 in front of the parties in terms of cross-examination.

15 And what I would ask is that for future
16 panels that Mr. Freidin be required to give us some
17 notice if there is going to be some new material that
18 is going to be relied on in-chief so that we can have
19 that in advance of the panel.

20 MR. FREIDIN: All right.

21 THE CHAIRMAN: It would probably be more
22 helpful, Mr. Freidin, particularly since the parties
23 may want to submit interrogatories on it as well.

24 MR. FREIDIN: I hadn't thought of that
25 and I will follow the suggestion. I hadn't thought

1 about the interrogatory process.

2 I was thinking that if I made those
3 photographs available without a lot of oral explanation
4 as to what they were really all about, they would be
5 perhaps confusing and not very useful. But I will try
6 to meld my professionalism and Ministry direction in my
7 future activities.

8 MS. SEABORN: Thank you.

9 THE CHAIRMAN: Whatever that means.

10 MR. FREIDIN: Come on, you know what it
11 means.

12 Q. Forest as a production system, Mr.
13 Armson, that is dealt with on pages 18 to 25 of the
14 witness statement. And does this particular section of
15 the witness statement have any relationship to the
16 evidence that you have given regarding productivity of
17 forest sites?

18 A. Yes, it does, because the
19 production - and, as I indicated yesterday at the
20 beginning of this discussion - that the growth, the
21 productivity is essentially a function of, as I said,
22 air, water and nutrients.

23 And in terms of the nutrients in the
24 water, we have dealt rather exhaustively I think with
25 many of those aspects. So this is why the productivity

1 and the production is dealt with in the evidence
2 statement.

3 Q. What is the significance of the
4 biological fact regarding increased demand for nutrient
5 and water as the stand ages? That is a comment I
6 believe that's in your witness statement.

7 A. Yes. When a forest stand is
8 established, the demand, if you will, for both water
9 and nutrients is relatively small in absolute terms
10 although the rate that may be required may be quite
11 high. Young material has a relatively high rate of
12 growth, therefore, the rate is high but the seedlings
13 or the small vegetation has not a great absolute
14 demand.

15 Further, the root systems which are being
16 established are on an annual basis extending out. If
17 you visualize -- and in fact if I might, Mr. Chairman,
18 there is a figure on page 20 which shows the stages of
19 development and I might perhaps refer to that, if I
20 may.

21 It is a very fundamental point and it has
22 a great implication in terms of decisions that are made
23 regarding a forest stand at different stages of
24 development, and I have alluded to one or two of them.

25 But if you visualize the soil as being

1 the medium from which the tree or the seedlings are
2 going to obtain the nutrients and the water, then the
3 volume, as characterized here in a schematic way, is a
4 fixed volume. If there is no more soil, what you see
5 is what you get.

6 The seedlings, the small vegetation
7 growing is growing physiologically at a high rate but
8 it has a small dimension, so the amounts in total --
9 and the root systems are expanding. So, in fact, what
10 they are doing is continually moving out to new sources
11 of both water and nutrients. The water can of course
12 move to the roots too.

13 As that stand develops, the crown --
14 which as we have mentioned before as indicated, the
15 crown which is the large repository for nutrients
16 within which -- is expanding in size. So when we talk
17 about increasing demand, this is really what we are
18 talking about. And the root systems at this point are
19 beginning to define, if you will, the exploitable soil
20 volume as you saw in the previous slide.

21 As that goes on and we have what we call
22 crown closure, the slide doesn't show it exactly, but
23 where those crowns now meet, we would say in our
24 terminology the site is fully occupied. We are talking
25 about what we see above ground. But perhaps even more

1 importantly than what we see above ground is what is
2 going on below ground because when the soil volume is
3 totally occupied, there is no further availability in
4 terms of exploitation by new roots of that soil for
5 nutrients and water, and characteristically what we
6 find is that the rates of growth of stands that are in
7 this juvenile bole -- we call it a bolewood condition
8 because in our forest there are often trees that are
9 maybe a few centimetres in diameter, 10 or 15 feet in
10 height, maybe a little taller - that is often a stage
11 at which we recognize that there is going to be
12 competition for the limited supply of water and
13 nutrients.

14 I will just refer back to the last two
15 slides I showed you, the last one in particular, that
16 pre-commercial thinning in the jack pine which was done
17 at age 10 was done, in my opinion, and biologically at
18 precisely the right time because that is when the onset
19 of root competition particularly would occur below the
20 crown -- would be height.

21 So we recognize that a decision in terms
22 of reducing the competition within the forest that we
23 are managing, if we were going to reduce that
24 competition we have several time periods in which we
25 will do it. Obviously when we are established with our

1 trees and there is other competing vegetation, so that
2 would be the early stages. But more particularly the
3 management of an established stand, we are looking at
4 it in this more juvenile polewood condition.

5 Q. Go ahead, Mr. Armson, I can hear you.

6 A. As the stand increases in size, there
7 has been some mortality naturally or we may have
8 thinned it, more usually it is natural mortality, and
9 we find that it becomes mature and what we mean by
10 mature -- I believe Dr. Osborn went through a number of
11 explanations of maturity, biological maturity, economic
12 maturity and so on. I won't go into that, but I am
13 here referring to biological maturity, whether that
14 coincides with the economic one is not relevant.

15 When that stand is mature it reaches a
16 point, in effect, where the individual tree has got its
17 demand and the supply of moisture and nutrients and,
18 more particularly, moisture in our part of the world is
19 in fact not a fixed one but it is a variable, about a
20 mean, and if you have then a sequence of seasons,
21 particularly when you get lower than normal moisture,
22 then those organisms, those trees which are large and
23 have large absolute demands, then they are susceptible
24 and prone to what we call stress. And as soon as that
25 occurs we get some biological loss from the organism

1 and the loss comes in two ways.

2 The root system is not a static thing; it
3 is continually redoing itself. The large roots are
4 there but there are continually new fine roots being
5 put out and lost. They are the key absorbing
6 organisms. If a stand of trees reach this point where
7 there is stress, where there isn't enough moisture at a
8 time in their seasonal development, during the growing
9 period when they require it, then physiologically they
10 will not be able to operate in the normal fashion. We
11 talk about drought.

12 What happens then is that there is a
13 breakdown in terms of the production system in the
14 crown, photosynthetic ability, and as a result there is
15 less than the adequate supply of food materials
16 manufactured which would go to building new crowns and
17 also new roots, replacing roots.

18 So that what we often get is not an
19 immediate effect but we get over a period of two or
20 three, four seasons a reduction in the absorbing root
21 system, a less than normal development of new foliage.
22 And so we have, in a sense, a factory in which the
23 supply system is now faltering, is being reused, and
24 the manufacturing plant in relation to that is not
25 operating at full capacity and, therefore, we have a

1 biological organism that when anything -- if the stress
2 continues or some other stress comes into play, we will
3 then have a breakdown and what we run into then is an
4 over-mature and the organism itself, as we say, dies,
5 it shows the symptoms of death. And this is
6 illustrated in this last...

7 In the meantime, of course, everything
8 has left, there is other vegetation which is coming up.
9 As the root system of one organism dies, new plants
10 will come in and occupy the soil.

11 MR. MARTEL: Are trees susceptible to
12 disease, the roots at this stage?

13 MR. ARMSON: Yes, very susceptible, very
14 susceptible when they -- they may be infected by
15 certain diseases when they are alive and healthy, but
16 they become extremely susceptible to root diseases when
17 you get more than normal root mortality.

18 We have diseases which normally operate
19 on dead organic material, but when there is a lot of
20 dead organic and sort of working on it, then the next
21 thing you know they have the ability to attack live
22 roots.

23 So this whole process of demand is one
24 that is constantly going on and in any stand can be
25 related to that stage of development. And part of the

1 decision-making in silviculture is based on having an
2 understanding of that development in the general sense
3 and being able to then, with that knowledge, make use
4 of it in terms of management objectives and what is
5 possible in terms of the economic management of the
6 area.

7 MR. FREIDIN: Q. As the stand ages, does
8 its susceptibility to insects and fire change?

9 A. To fire generally, yes, but to
10 insects -- insects is a much more dynamic situation.
11 Young stands can be attacked by insects. I wouldn't
12 suggest that insects -- they can bring about stress by
13 removing foliage and so on, and certainly insects which
14 infect the root collar and we have in young plantations
15 various insects which can bring about mortality in the
16 stands.

17 Q. When you have this -- if naturally
18 you have this stage of development, are the species
19 which occupy the site after the other -- the existing
20 stand gets matured, over-matured and as it dies, do you
21 get the same species when this occurs?

22 A. You could, but often you don't get
23 the same species. You get other species that are
24 adapted, well adapted to moving in and occupying the --
25 and this is really part of what we term succession, one

1 species or groups of species will often succeed
2 another. We have examples of that later on.

3 I perhaps might point out to the Board,
4 although it isn't in the evidence, that where you have
5 a situation of very low supply of moisture, low supply
6 of nutrients you can in fact have perhaps the longest
7 live individual trees. If you think of the areas and
8 the situations in which we talk about very old trees,
9 they tend to be on some of these very, very severe in
10 terms of supply -- limited supply, water and nutrients.

11 The best analogy I can give you is a
12 bonsai tree which is a tree that is relatively small,
13 it can be very old when it is grown, and the art quite
14 literally of growing bonsais is to grow them in very,
15 very minimal amounts of moisture and nutrition.

16 MR. MARTEL: Would the density be low in
17 those areas then of the number of trees?

18 MR. ARMSON: Well, as I mentioned to Ms.
19 Koven earlier, where there is low fertility often that
20 is where you get high density in the natural stands.

21 But where you get to these very, very
22 extreme situations in terms of moisture supply, no,
23 usually it is very sporadic occurrence to the
24 individuals. You don't find stands of them in the same
25 way that we do...

1 MR. FREIDIN: Q. Mr. Armson, in the area
2 of the undertaking, are you able to point to, by way of
3 example, any stands, commercial stands which are long
4 living but are nonetheless in a low fertility area?

5 A. The stands, particularly of pine,
6 both jack pine and white and red pine, the longest
7 living individuals would tend to be -- and retain their
8 health, if you want to put it that way, would be on
9 these very severe low moisture supply situations.

10 Q. Thank you. Now, you mentioned
11 succession--

12 A. Yes.

13 Q. --in answer to a question from me.
14 Does this reversion or knowledge of natural succession
15 have any significance for timber management?

16 A. Yes, it does. It is a very important
17 part of the understanding of foresters in relation to
18 their decision-making, silvicultural decision-making,
19 with the knowledge of succession, the natural
20 succession that can occur and also a knowledge of the
21 influence of the natural factors of disturbance, how
22 that either interferes with or may change the nature of
23 succession.

24 This is a very important area for
25 foresters, particularly where they are making

1 silvicultural decisions concerning harvesting and the
2 type or nature of treatment or not having that
3 treatment.

4 Q. Could you provide an example of that?

5 A. Yes, I can. I have within the Panel
6 9 statement an example from the the Temagami area, and
7 I have an overhead of that.

8 Q. Page 60?

9 A. Page 60, and also I believe page 62 -
10 these are data from a study, and this is Figure 16 on
11 page 60 - these are data from a study that was
12 undertaken under my supervision a few years ago in
13 Temagami of a number of stands.

14 This is just merely one stand. It was a
15 160-year-old white pine stand. It had not been
16 harvested or, to our knowledge, most people should know
17 there had been no timber mangement activity. So in
18 that sense it was, I suppose we would say, a natural
19 stand.

20 There were a number of them, but this one
21 in particular illustrated some of the elements of
22 succession. The stand itself had become established
23 after a natural fire some 160 years ago. If you look
24 at the columns of data on the left-hand side of the
25 figure you will see that there is both a measure of

1 stocking, as we referred to yesterday in terms of
2 square metres per hectare, and also of density in terms
3 of the number of stems per hectare.

4 What shows up very readily in the figure
5 is that for white pine -- the white pine is by far the
6 largest component in terms of stocking and if you
7 visualize the stand -- in other words, the large trees
8 are white pine, and there are 150 of these to the
9 hectare. Two other coniferous species are there and
10 that is balsam fir and spruce and they are then quite
11 minor stocking, but in total numbers they are in excess
12 of the white pine.

13 For the hardwood species or deciduous
14 species, again, the stocking as measured by basal area
15 is low compared to the pine, about one third in total,
16 and for the individual species, maple, white birch and
17 poplar, the maple is by far the predominant. So in
18 terms of the stand itself, it is a white pine forest
19 but within it it has other coniferous and deciduous
20 species.

21 The study looked at the regeneration,
22 that is the smaller growth that existed on the area
23 and, in this case, the stocking was measured in the way
24 that we would regeneration. I believe that Mr. Gordon
25 in Panel 4 gave an explanation of stocking quadrant

1 which has either got a tree in it or it doesn't have
2 it, and then the species would be identified.

3 Q. So these two columns then, would that
4 also be properly described as being the understorey?

5 A. Yes. Some of these trees may be in
6 physically the understorey, but the next slide will
7 show that.

8 Q. Okay.

9 A. But these are certainly all in the
10 understorey, the regeneration. And from that you will
11 see that - the slide is perhaps a little wide - but in
12 terms of the both the stocking and in terms of the
13 density, the species that predominates is maple with 71
14 per cent stocking and stems per hectare 56,000 stems
15 per hectare.

16 I would just suggest to the Board that in
17 the orders of magnitude with which we have been
18 discussing density, you will recall that 2,000 stems in
19 an over-mature black spruce stand was considered very
20 dense. Here we have an even younger stand, we are
21 talking about tens of thousands of individuals. I will
22 show you the vertical dimensions of those.

23 So in terms of both numbers and stocking,
24 by far in a way we are looking at a pine stand
25 within -- and other species and they are predominating,

1 particularly in terms of regeneration. There is pine
2 there (indicating) and there is pine there (indicating)
3 in some considerable numbers but the stocking is very
4 low. That tells us that there are pockets of pine, a
5 large amount of pine in pockets and this was in fact
6 the opening.

7 The next figure is for the same stand and
8 the same species in which we are looking at the
9 vertical dimension of those species. And in the slide
10 to the left-hand side you have at the bottom left a
11 summation of all the heights for all the species. And
12 what stands out there is that there is a low frequency
13 or number in terms of stands per hectare of the larger
14 height classes.

15 In other words, those are the four
16 histograms to the extreme right of that lower graph.
17 Then there is the break in actual fact, and then you
18 have a series of histograms, something which you can
19 visualize is something like a frequency curve in which
20 the predominant heights are somewhere between eight and
21 ten metres in height. So this will give you some idea
22 of the physical dimensions.

23 If you look at the maple you will see
24 that in fact the largest component in there, as we
25 indicated from the slide, is maple. When you look to

1 the right-hand series of histograms where the other
2 species are shown -- and in this you will notice that
3 white pine -- we have put white pine down at the bottom
4 not for any particular reason, but you will notice that
5 the white pine has a series of height frequencies and
6 the smallest amount, as we saw from the original data,
7 was in the larger sizes and there are, in fact,
8 three -- you might say three separate boxes of them and
9 that tells us something.

10 And this, again, is the kind of thing
11 that one with knowledge of this -- that there were in
12 fact two periods. If this is the oldest stand, the
13 tallest, then there were two periods within the
14 lifetime of that stand when there were opportunities
15 for regeneration and growth of white pine.

16 We don't know what they were exactly, but
17 from an examination of the area it wasn't burnt, it
18 would be that there had been some windthrow in there
19 and openings created and there was a seed source of
20 white pine. I merely use that to give you an example
21 of how, looking at certain kinds of data, one can make
22 some deductions, granted they then would have to be
23 verified.

24 The height frequency for the other
25 species, balsam fir, a very, very high frequency in

1 terms of individuals in the 8-12, 15 height class.

2 In terms of the spruce, not as high a frequency but a
3 more variable set of height; in other words, there are
4 some small ones and larger ones. In terms of the white
5 birch, very definite clumping there and, in poplar,
6 virtually none at all.

7 So what we have is a picture of a stand
8 in which the overstorey and canopy is white pine, it is
9 not dense and beneath that there is a very dense
10 understorey comprising some white pine but more
11 particularly a very large amount of maple and of balsam
12 fir in particular.

13 So in terms of succession, with no
14 further disturbance, we would deduce that as the white
15 pine, mature white pine becomes overmature and dies, as
16 it will inevitably, the stand will be occupied to an
17 even greater degree and the existing understorey
18 predominantly of maple and balsam fir would then become
19 the predominant species both in terms of numbers but
20 also in terms of the upper canopy.

21 That has implications if we want to, in
22 fact maintain, white pine in this particular area. One
23 of the first things we would have to consider is how do
24 we in fact control the competing vegetation that is
25 already there and well established, and that is going

1 to be difficult because of the size of it, then that
2 makes then a whole series of options. This is the way
3 in which that particular example of succession will be
4 viewed.

5 I have another example--

6 Q. Yes.

7 A. --if I can proceed with that, which
8 is illustrated in the evidence by...

9 Q. Figures 14 and 15 at page 46 and 47.

10 A. No, Figures 14 and 15 --

11 Q. I am sorry, you are right

12 A. On page 58 and 59.

13 Q. Sorry.

14 A. And I would ask the Board to think
15 back to one of the slides that I showed, the coloured
16 slides.

17 Again, this was the picture of the jack
18 pine root system that Mr. Martel was interested in and
19 the black spruce root system that we had in the same
20 stand, actually just a few feet away, and this is a
21 figure illustrating the numbers per unit area, in this
22 case, numbers per hectare.

23 So this is exactly the same stand and
24 what we are looking at here is the distribution of the
25 population, if you will, of jack pine, which is the

1 predominant species and black spruce. The stand
2 originated after a fire approximately -- the fire
3 wasn't approximate, it was 57 years before the
4 measurements were taken, so the stand was about 55, 56
5 years of age.

6 The vertical axis indicates the density
7 of the numbers per hectare, the horizontal axis is the
8 age. The first thing that strikes you is that we would
9 speak of this in forestry terms as an even-aged stand,
10 jack pine -- in fact in the inventory parlance it would
11 be considered a jack pine stand, jack pine 10 -- 100
12 per cent occupancy.

13 But you will notice that even in the jack
14 pine there is some variation in age but the predominant
15 age is that class that came in after the fire, natural
16 fire. You will notice there are a little -- in terms
17 of the jack pine, there are some younger age-classes.

18 There are some jack pine as young as 42
19 years of age, or as old as that if you want to put it
20 that way. These are, if you like, small areas where
21 the jack pine has regenerated naturally, but you will
22 notice that the other smaller amounts of species in
23 there, the black spruce is distributed right throughout
24 that and we have spruce in there as young as 12 or 15
25 years of age.

1 What has happened here is that fire went
2 through it was essentially a jack pine stand, it was a
3 well-drained soil as you saw, it regenerated naturally
4 because of the nature of the species, the conditions
5 for natural regeneration of spruce were not conducive
6 because it is a shallow-rooting system, it is sandy and
7 it could not get its root systems out to utilize that
8 moisture. So we have a scattered understorey, spruce
9 and a predominant understorey of jack pine from the
10 same fire.

11 The same fire went through an area just a
12 short distance away, two or three kilometres south in
13 which the soil was finer textured and, as a result of
14 that, and topography it was not well drained, there was
15 moisture being held in the upper levels of the soil.
16 The stand that burnt was exactly the same stand that
17 was on the preceding one, it was a jack pine with some
18 spruce and undoubtedly this part of it may have a
19 little more spruce on it, but what we see here, again,
20 it is a main age stand, the predominant species is
21 still jack pine, but within that stand there is in fact
22 a clustering of age-classes some of which are the same
23 age and these are black spruce. And if you move into
24 that stand, look at that stand, you actually are
25 looking at stems of black spruce as well as jack pine.

1 So that if we are to harvest this stand -
2 and some of that black spruce is equally harvestable,
3 it isn't small - and if it is small or younger this
4 material up here has some similar -- we have a
5 silvicultural choice.

6 If our management objective says we would
7 like to enlarge the spruce, in this case the black
8 spruce component of our productive forest system, then
9 this is where we would consider doing it. We would
10 not, under normal circumstances, consider doing it
11 there.

12 Q. There referring to Figure 14?

13 A. On 14. So that a knowledge of not
14 only the succession but why that succession has been
15 altered and, in this case, we can relate it to the
16 difference in moisture conditions in the two soils,
17 could influence the kinds of judgments we would make.

18 If we wanted in fact to grow jack pine on
19 a soil with a better water supply capability, this is
20 where we are going to do it. But we would also
21 recognize that because of that the root systems will be
22 more shallow, you don't have to go deep, so that in
23 terms of wind firmness I could postulate that jack pine
24 on this soil would be less wind firm than jack pine on
25 that soil.

1 Q. Would be less wind firm on Figure 15?

2 A. On Figure 15 than on Figure 14.

3 Q. Okay. Now, those two Figures 14 and
4 15, were the situation in the boreal forest?

5 A. These were stands, I believe both of
6 them - one of them has been harvested - these are
7 stands that were, again, in the area of the undertaking
8 in the boreal forest and, again, on a Crown management
9 unit in the boreal region.

10 Q. The Figures 16 and 17 in relation to
11 the white pine stands, which forest region are they in?

12 A. They were in the Great Lakes/St.
13 Lawrence forest region in the -- actually in the
14 Temagami District of the northeastern region.

15 Q. And in relation to that white pine
16 stand, could you perhaps expand or indicate how one
17 might use the information about that white pine stand
18 to make silvicultural decisions about whether to
19 introduce timber management to that stand and the type
20 of activity that you might introduce into that stand?

21 A. The most obvious feature of the stand
22 is that in order to maintain white pine, in order to
23 regenerate it to white pine, there would have to be
24 some very considerable form of site preparation that
25 would remove the existing well-established, quite large

1 species of maple and balsam fir. So that would be a
2 major and probably considerably costly undertaking to
3 do that, certainly if it was to be done in any
4 mechanical way.

5 Q. Now, Mr. Armson, you have spoken
6 generally of the implications of the demand for
7 nutrients and water plasy in making silvicultural
8 decisions.

9 I am just wondering if you could provide
10 the Board with any examples of how the demand for
11 nutrients and water has that had implications for
12 silvicultural practices? Even if you have to use a
13 hypothetical, that is fine.

14 A. Well, I think some of the examples I
15 have already given in terms of the pre-commercial
16 thinning of the jack pine in the Dryden District was
17 one where the decision was to in fact allow the much
18 lower density stand of individuals to take advantage of
19 the supply of moisture and nutrients in that situation.
20 I believe that would be a good one.

21 Another example would be - that I haven't
22 referred to particularly - would be one where, in the
23 establishment of a new stand on a soil situation which
24 was fertile, rich in nutrients and the full knowledge
25 that competing vegetation, and I am thinking here

1 particularly of herbacious but more particularly low
2 shrubby vegetation would be very prolific such as with
3 hazel and mountain maple, that there would be a
4 recognition that in establishing, let's say, spruce or
5 some other species there, you would have to very
6 particularly control the competing vegetation in the
7 initial stages of establishment in order to allow your
8 stand that you -- the individuals that you put in there
9 to grow rapidly and exploit the soil itself.

10 I think that would be a very immediate
11 one that many foresters have to deal with.

12 Q. Could the amount of water supply have
13 any effect on the harvest technique or tending
14 practices that you would want to engage in?

15 A. Yes, to a degree. Obviously the
16 water supply in terms of harvesting - I think I have
17 addressed that in terms of the cutting of trees in
18 terms of water table level and whether it would or
19 would not influence that level. In terms of the
20 application of a tending technique to minimize or
21 reduce competition from unwanted species, that normally
22 would have virtually no effect on the moisture
23 relation -- in terms of water table, it would
24 certainly -- what you are doing is providing for the
25 immediately available water to go rather to the roots

1 of your stand -- your artificially regenerated trees
2 rather than to the hazel or the maple that is side by
3 side with it.

4 Q. Mr. Armson, will you turn to page 22
5 of the witness statement for Panel 9, the bottom
6 paragraph reads that:

7 "Local differences in soils, slope and
8 aspect can alter temperature, moisture
9 and nutrient cycles and thus influence
10 the rates of primary production and
11 metabolic loss. This means that
12 foresters must take into account these
13 factors of site, climate and their
14 effects on tree species if the
15 silvicultural practices chosen are
16 going to be most effective."

17 Can you supply some examples of how these factors of
18 soil - and maybe you have provided those already - but
19 soil, slope and aspect can have these sorts of
20 influences on temperature and moisture and nutrient
21 cycles?

22 A. Okay. Since we haven't discussed
23 temperature to any great degree perhaps I will start
24 with that.

25 The degree of slope particularly on a

1 south or south-facing aspect can have considerable
2 implications. The greater the slope in the northern
3 hemisphere, then the greater the amount of radiation it
4 will receive from the sun. So that I think most people
5 who -- height will know this, that in the early summer
6 or spring day if you want to go to a warm place and the
7 sun is shining, you go to the south slope; you don't go
8 to the north slope.

9 And the steeper the slope, then the
10 greater the heat that that receives, energy that it
11 receives and these are, therefore, the areas that will
12 dry out more rapidly. So that in terms of the
13 vegetation that is established there, it can be more
14 subject to the stresses, the seasonal stresses than if
15 it were in a flat or particularly on a slope which had
16 a northerly aspect.

17 Slope and aspect are two features that
18 you have to really consider in combination. So that
19 there -- in terms of a species that is considered to be
20 sensitive to moisture stress, slope, particularly a
21 south-facing slope would be one that you would probably
22 avoid if you could.

23 The second feature related to species
24 differences other than just moisture stress. White
25 spruce is a common species in the area of the

1 undertaking, it is also a very valuable species, it is
2 a species which we know, because of its habit of -- and
3 generally starting its height growth earlier than black
4 spruce is susceptible to late spring frost.

5 In other words, if we have a frost
6 occurring in June and we have black spruce and white
7 spruce growing side by side particularly in the early
8 stages, and by that I mean in the first decade or so of
9 growth when they are relatively close to the ground,
10 then we can almost guarantee that if we have a late
11 spring frost the white spruce will be damaged with the
12 new shoots emerging maybe three, four centimetres in
13 length, they are very susceptible to low temperature
14 injury.

15 The black spruce, because it starts its
16 growth later, just physiologically it doesn't -- buds
17 don't burst as early, is normally but little affected
18 if at all. Obviously very late spring frost and early
19 summer frost can also affect black spruce.

20 Now, if we put white spruce on a slope,
21 particularly a south-facing slope, we are doing all the
22 things to encourage the spruce to think that spring has
23 come even earlier because it is warmer. It will warm
24 up earlier, the buds will break and we will have an
25 even greater susceptibility to frost damage.

1 So that if we were choosing where we were
2 going to place white spruce, slope and aspect could
3 well be a consideration and we have many, many examples
4 in the boreal forest of where spruce has been placed
5 either in a situation - not necessarily on a slope -
6 but on a flat area susceptible to late spring frost.

7 So that is one area in which slope would
8 be a factor. I think we have dealt considerably with
9 soils and the moisture and nutrient cycles.

10 THE CHAIRMAN: Conversely would it not
11 grow better if you planted it on a south slope and
12 there was not a late frost; grow faster, put it that
13 way?

14 MR. ARMSON: Yes, but it also has a
15 moisture factor in terms of just temperature and the
16 radiation that is received, yes. But in terms of the
17 early stages of development, one of the ways in which
18 attempts have been made to minimize that is by leaving
19 some form of a residual stand to break it up, to give
20 it some shelter; in other words keep it cooler so that
21 it doesn't extend its growth as early. But there is
22 variability depending on where it is.

23 MR. FREIDIN: Q. All right. You have
24 spoken about the relationships of soil and now you have
25 spoken about slope and aspect and their relationship to

1 temperature and nutrient cycle system.

2 Are all of these relationships that you
3 have been speaking about over the last day or so, are
4 they such that they can be the subject of rules telling
5 foresters what to do in given situations?

6 A. No.

7 Q. Why not?

8 A. The knowledge of the relationships
9 that I have been describing in the last day and a half
10 are the subject, to a very large degree, of the
11 professional education of a forester.

12 The key feature I think in the employment
13 the key factor -- in the employment of that knowledge
14 to whatever degree is that it can only be employed
15 really in relation to the specific situation, the
16 forest conditions in which that forester is going to
17 make decisions concerning its management.

18 It also relates, and I think I emphasized
19 this, to the management objectives that are there and
20 placed before the forester and which he has a
21 responsibility for undertaking.

22 MR. MARTEL: But would it be part -- I
23 think you have been talking about, for the past couple
24 of days, part of the formal education that they in fact
25 take. They might have to apply it locally and become

1 familiar with the area they are in, but the background
2 knowledge is part of the formal education though; isn't
3 it?

4 MR. ARMSON: That's correct, in fact it
5 is one of the larger segments of what we would say
6 constitutes the basis of education and training of a
7 professional forester.

8 I would give you a couple of examples
9 that I actually have referred to. A knowledge of the
10 amount of snow that can be held by the crowns of
11 different species is very -- is useful too. I don't
12 say the foresters think about it all the time, but if
13 there is a requirement - I used this example before,
14 but I refer back to it - for the winter habitat cover
15 for moose, then the knowledge of the nature of the
16 species and how they can trap that snow and how they
17 can hold it, obviously a species that can hold it is
18 better than one that can't and, for this reason, there
19 are certain species that you can identify or stands of
20 those species that you could say are more likely to be
21 used for that purpose, independent of whether they are,
22 by moose, whether the population -- the forester can
23 identify those conditions.

24 The relationship between soils, the
25 decisions as to the employment of particular practices

1 and when they are employed, I think I have given quite
2 a few examples here today.

3 To make a rule and say that provincially
4 or within the area of the undertaking for soils that
5 are -- have some dimension, whether it be depth or
6 thickness, and to say that on those soils only these
7 things shall happen or those things shall happen, I
8 would suggest to you, in the evidence I have given,
9 doesn't make sense. It may be appropriate but in many
10 instances it may not be appropriate.

11 So that is why I gave the answer to
12 counsel on this one.

13 MR. FREIDIN: Q. We have heard about the
14 direction which is given to foresters through
15 silvicultural guides.

16 A. Yes.

17 Q. And are there examples of a more
18 general type of direction than the one that you are
19 speaking of contained within silvicultural guides?

20 A. Yes. As a matter of fact on the
21 subject that I was speaking to, on page 14 and on page
22 15 of the silvicultural guide which is Exhibit No. 382,
23 I believe.

24 Q. That is Exhibit 382.

25 THE CHAIRMAN: What page is that again?

1 MR. ARMSON: Page 14.

2 MR. FREIDIN: 14.

3 Q. Yes, Mr. Armson.

4 A. Yes. I would point out to the Board
5 that this guide and the other guides prepared, that are
6 in preparation and some of which are going to be
7 available other than this one in the near future, that
8 these guides have been prepared by a number of
9 practising foresters from both industry and both
10 government and, therefore, represent that level of
11 knowledge of spruce.

12 On page 14, if you go to the fourth
13 paragraph you will see that there is a statement there,
14 and if I may read it:

15 "The silvicultural ground rules from
16 forest management agreements and Crown
17 management units across the province were
18 examined by the authors to determine
19 common site descriptions used in spruce
20 management."

21 There has been considerable reference to ground rules
22 and silvicultural ground rules and this is what they
23 were looking at. They then say:

24 "Five basic site types were common to
25 many of the ground rules."

1 And they identify the five there in terms of either
2 shallowness - and they define that in a linear sense in
3 terms of depth or drainage, and then they have organic
4 soils. Immediately beneath those bullet points
5 describing briefly, there is a statement that says:

6 "These five sites are too general to be
7 used for detailed prescriptions, however,
8 they do provide a simple basis for common
9 reference throughout Section 3.0 which is
10 titled: Management Prescriptions."

11 And then they go on to say that they are sometimes
12 described in greater detail.

13 The point being made here is that these
14 gentlemen have come to the conclusion that there are
15 some broad groupings, but they are making the point
16 that you cannot go beyond that if you are going to the
17 detailed prescriptions which are the sort that one
18 would have at the management unit level.

19 To the right on page 15 there is a
20 diagrammatic grid, if you will, which from -- on the
21 Ontario basis of experience again and in relation
22 particularly in northern region to the Forest
23 Eco-System Classification is a laying out of the
24 relationships -- general relationships as understood or
25 interpreted in terms of both moisture and in terms of

1 nutrients and these are blocked out in terms of those
2 five broad groupings. So there is -- and you will
3 notice there is some considerable overlap in here.

4 So what this is providing is that kind of
5 a broad grouping and then recognizing that once you get
6 down to the unit level and the individual stands and
7 situations you have to use this guide, but you then use
8 it to make your decisions on the basis of local
9 knowledge.

10 MR. FREIDIN: Mr. Chairman, that is the
11 end of a section. I think that would be a convenient
12 place to break.

13 I can advise you that in terms of the
14 panel -- well, in terms of the evidence, other than the
15 clearcut evidence, I think I have got about maybe a
16 half an hour, maybe, and I believe we can complete the
17 clearcut material on Tuesday and we might even do it
18 before the end of Tuesday. It is hard for me to give
19 you an exact estimate. But we will finish, I am almost
20 certain, on Tuesday.

21 THE CHAIRMAN: Okay. Will you be ready
22 to go in cross examination -- well, first of all, Mr.
23 Cosman?

24 MR. COSMAN: Yes, I will, Mr. Chairman.
25 I would -- subject to discussing today's evidence with

1 my advisors, I would estimate one and two hours.

2 THE CHAIRMAN: So we can -- if we should
3 finish before say five o'clock on Tuesday, you would be
4 able to start in on Tuesday--

5 MR. COSMAN: Yes.

6 THE CHAIRMAN: --rather than having to
7 wait over until Wednesday?

8 MR. FREIDIN: We are going a full day on
9 Tuesday?

10 THE CHAIRMAN: Yes, we are going to start
11 at 9:00 a.m. on Tuesday because we are arranging to
12 come in Monday night.

13 And that may put you on, Ms. Swenarchuk,
14 Wednesday morning. So be ready to go then, if you
15 could.

16 MS. SWENARCHUK: (nodding affirmatively)

17 MR. COSMAN: Mr. Chairman, just I
18 think -- did Mr. Freidin say half an hour?

19 MR. FREIDIN: No, half an hour to
20 finish --

21 THE CHAIRMAN: Half an hour for the first
22 part and then the clearcut will take him almost the
23 rest of the day, but he might finish...

24 MR. FREIDIN: No, I am not sure. I
25 really can't give you an exact estimate of how long I

1 will be on that clearcut material.

2 THE CHAIRMAN: Okay. But we want to make
3 sure that Mr. Cosman is ready to go after you finish on
4 Tuesday, if you finish early enough.

5 MR. FREIDIN: Right. But all I am saying
6 is I don't want anyone to take my comments as
7 indicating that there may not be a number of hours left
8 after Mr. Cosman is finished. I just don't know, I
9 can't tell you.

10 So I am saying, we may get to Ms.
11 Swenarchuk as well. If I finish in the morning - and I
12 might finish in the morning - I can't tell you right
13 now whether I will. That is all.

14 THE CHAIRMAN: Oh, I am sorry, I
15 misunderstood, are you going to do the clearcut
16 evidence when?

17 MR. FREIDIN: Tuesday morning. I am
18 going to do the clearcut material....

19 THE CHAIRMAN: Right after the half hour
20 worth?

21 MR. FREIDIN: That's right. And I can't
22 tell you whether I am going to be finished at 12:30 or
23 whether I am going to be finished at 3:30 right now.

24 THE CHAIRMAN: Okay. Well, there is a
25 chance then you maybe ready then for Tuesday as well,

1 late Tuesday.

2 We want to try and get as much as we can
3 in next week because we have only got two days.

4 MS. SEABORN: Mr. Chairman, have you or
5 Mr. Mander had any indication whether there are other
6 counsel other than Ms. Swenarchuk and Mr. Cosman who
7 are going to be cross-examining because that would of
8 course put me after.

9 THE CHAIRMAN: Well, how long are you
10 going to be Ms. Swenarchuk?

11 MS. SWENARCHUK: I guess probably between
12 one and two days.

13 THE CHAIRMAN: You won't be on next week
14 then.

15 MS. SEABORN: Thank you.

16 MS. SWENARCHUK: Mr. Chairman, do you
17 have any idea how long we will be sitting on the
18 Thursday?

19 THE CHAIRMAN: We are not sitting on
20 Thursday.

21 MS. SWENARCHUK: On Wednesday, rather
22 then?

23 THE CHAIRMAN: Yes. On Wednesday we will
24 probably be sitting until about three, I would suspect
25 with leaving just enough time -- yes, we are going to

1 try and sit, I think until about three with leaving
2 just enough time for everybody to make the 5:10 plane
3 going back.

4 That should leave enough time just to get
5 out to the airport, because the Board and those coming
6 on the site visit have to go back at the end of
7 Wednesday to Toronto and back to Timmins that night.

8 MS. SEABORN: And, Mr. Chairman, the
9 following week we are starting on Tuesday?

10 THE CHAIRMAN: Tuesday again.

11 MS. SEABORN: At nine o'clock.

12 THE CHAIRMAN: At nine o'clock and we
13 will come in Monday night.

14 MR. FREIDIN: Oh, we are not sitting...

15 THE CHAIRMAN: On the Monday we can't sit
16 because of Mr. Armson.

17 MR. FREIDIN: Right. Okay.

18 THE CHAIRMAN: Okay, thank you.

19 MR. FREIDIN: Take it a day at a time,
20 Mr. Chairman.

21 ---Whereupon the hearing adjourned at 1:00., to be
22 reconvened on Tuesday, February 21st, 1989,
commencing at 9:00 a.m.

23
24
25

E R R A T A

VOLUME 63

10718 - Line No. 10:

For: "Now, the model did prove the effects..."

Please read: "Now, the model did predict the
effects..."

